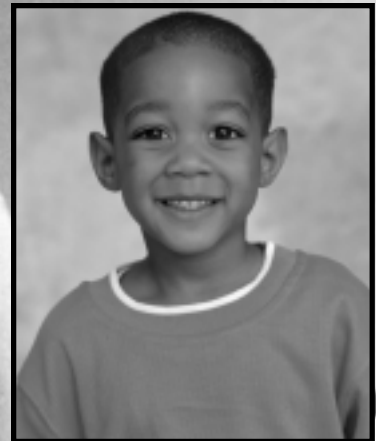# STRATEGIC PLAN

STATE BOARD OF EDUCATION

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

OCTOBER 2002

"Making a positive difference through education and service"

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

2002 Strategic Plan-on-a-Page

OUTCOME I

Increased percentage of students achieving the Show-Me Standards at targeted performance levels in the Missouri Assessment Program

OBJECTIVE 1: Reduce the percentage of students scoring at the "step 1" and "pro-gressing" achievement levels on MAP by 5 percent each year through 2008.

OBJECTIVE 2: Decrease the gap in achievement scores between racial/ethnic-minority students and non-minority students by 5 percent each year through 2008.

OBJECTIVE 3: Increase from 77 to 90 percent the number of students who score "satisfactory" or above on the third-grade reading component of the MAP, by 2008.

OBJECTIVE 4: Maintain at no less than the current rate of 95 percent the number of Missouri public school classes taught by teachers with appropriate grade and subject certification.

Key Strategies:
- Provide professional development on effective, research-based reading programs.
- Provide professional development to improve instruction for minority and poor students.
- Hold schools accountable for achievement of minority students through MSIP.
- Sustain a dependable flow of basic state aid to help districts improve salaries, maintain lower pupil-teacher ratios, and continue targeted professional development programs.
- Extend teacher contracts to provide schools with more time to address student needs and educators with additional income.
- Provide incentives to attract higher-quality teachers to low-performing schools, including rewards for those who earn National Board certification.
- Assist districts in providing safe learning environments for students and staff.

OUTCOME II

Increased percentage of children entering school ready to succeed

OBJECTIVE 1: Increase from 48 to 60 percent the number of families with pre-kindergarten children who participate in parent education and related support services, by 2005.

OBJECTIVE 2: Increase the number of children, ages three to five, receiving DESE-supported quality care and education services by 8 percent, by 2005.

OBJECTIVE 3: Increase from 80 to 85 percent the number of public school kindergartners attending full-day programs, by 2005.

Key Strategies:
- Increase participation in PAT among high-needs families.
- Improve PAT participation rates in districts that have historically low participation, including St. Louis and Kansas City.
- Inform school leaders and parents about the benefits of parent education programs and quality preschools.
- Encourage districts to reprioritize existing resources to expand preschool opportunities through the Missouri Preschool, Title I Preschool and Early Childhood Special Education Preschool programs.
- Provide financial assistance to school districts that are expanding facilities to offer full-day kindergarten programs.

OUTCOME III

Increased percentage of 18-year-olds with a high school diploma or GED (General Educational Development certificate)

OBJECTIVE 1: Decrease the state's annual dropout rate to 4 percent by 2005.

OBJECTIVE 2: Increase from 93 percent to 96 percent the number of high school graduates who report entering postsecon-dary education, employment or the military, by 2006.

Key Strategies:
- Expand initiatives that encourage all youth to complete high school (e.g., A+ Schools, Alternative Vocational Learning Centers).
- Continue to hold school districts accountable for reducing the dropout rate through MSIP.
- Sustain a dependable flow of basic state aid ("Line 14" monies) to help districts maintain programs for at-risk students.
- Provide incentives to encourage more minority and poor students to take the ACT.
- Promote use of Missouri's Comprehensive Guidance Program by providing inservice training for school district personnel.
- Use input from business and industry to identify knowledge and skills critical to entry-level employment and share this information with partnering agencies.
- Coordinate and provide electronic linkages to Missouri Career Centers.
- Support strategies for youth with disabilities that promote parent involvement, improvements in Individualized Education Program (IEP) development, and linkages with the business community.

OUTCOME IV

Improved performance of career preparation, employment, work force advancement, and independent living programs

OBJECTIVE 1: Increase the percentage of students who report that they have achieved their goals in the Adult Education and Literacy Program.

OBJECTIVE 2: Increase the percentage of Vocational Rehabilitation clients who achieve an employment outcome after receiving services, from 71.6 percent to 72 percent, by 2005.

OBJECTIVE 3: Maintain a decision accuracy rate of 96 percent or better and a turn-around time of 86 days or less in processing Social Security Disability claims.

OBJECTIVE 4: Meet or exceed perfor-mance goals for students enrolled in vocational-technical education programs at the postsecondary level.

OBJECTIVE 5: Meet or exceed perfor-mance goals for students enrolled in vocational-technical education programs at the secondary level.

OBJECTIVE 6: Increase the number of persons with significant disabilities who receive Independent Living Services by 20 percent, from 9,345 to 11,214, by 2005.

Key Strategies:
- Expand Adult Education and Literacy programs offered on-site at businesses and industries.
- Establish cooperative agreements linking education, career preparation, and transition to employment services for all youth and adults, including those with disabilities.
- Reduce the number of persons with significant disabilities on care assistance waiting lists.

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Strategic Plan
Executive Summary

Vision Statement: *"Making a positive difference through education and service"*

The Department of Elementary and Secondary Education is a team of dedicated individuals working for the continuous improvement of education and services for all citizens. We believe that we can make a positive difference in the quality of life for all Missourians by providing exceptional service to students, educators, schools and citizens. We believe that, by 2008, Missouri's public education system will rank among the top 10 in the nation.

Mission Statement: We provide leadership and promote excellence.

We

- Champion high-quality public education
- Advocate equity for every learner
- Develop school leaders and other educational team members
- Establish standards that demand excellence and build a solid foundation for lifelong learning, workplace skills and citizenship
- Evaluate program and policy effectiveness
- Share best practices
- Carry out programs with the least administrative burden and cost
- Assist persons with disabilities by providing individualized support and services
- Create a caring workplace that fosters teamwork and personal and professional growth

Value Statements: We promise to greatly exceed customers' expectations.

We

- Listen to those we serve in order to improve our operations and adapt to changing needs
- Forge partnerships to improve our services
- Value each employee's contribution to achieving the mission

Key Outcomes, Objectives & Programs

I. Key Outcome: Increased percentage of students achieving the Show-Me Standards at targeted performance levels in the Missouri Assessment Program

Key Objectives

1. Reduce the percentage of students scoring at the "step 1" and "progressing" achievement levels on MAP by 5 percent each year (four core content areas and all grade levels), through 2008.

2. Decrease the gap in achievement scores (four core content areas and all grade levels) between racial/ethnic-minority students and non-minority students by 5 percent each year through 2008, while increasing the performance of all students.

3. Increase from 77 to 90 percent the number of students who score "satisfactory" or above on the third-grade reading component of the MAP, by 2008.

4. Maintain at no less than the current rate of 95 percent the number of Missouri public school classes taught by teachers with appropriate grade and subject certification.

Key Programs/Services: Missouri School Improvement Program, Success Teams, Academically Deficient School Management Teams, Regional Professional Development Centers, SuccessLink, Missouri Assessment Program Professional Development, Accelerated Schools, Summer School Funding, Technology Grants, Project Construct, Practical Parenting Partnerships, Reading First Grants, Title I, Reading Success Network, Missouri Reading Initiative, Missouri Mathematics Academy, Missouri Elementary Science Connection, Temporary Authorization Certificate, Alternative Teacher Preparation Program, Special Education and Counselor Tuition Reimbursement, Career Ladder, JOBS Web Site, National Board Certification Support, New Teacher Support, Mentoring New Teachers

II. Key Outcome: Increased percentage of children entering school ready to succeed

Key Objectives

1. Increase from 48 to 60 percent the number of families with pre-kindergarten children who participate in parent education and related support services, by 2005.

2. Increase the number of children, ages three to five, receiving DESE-supported quality care and education services by 8 percent, by 2005. (Measure: Number of children receiving Missouri Preschool Program, Title I Preschool, and Early Childhood Special Education services)

3. Increase from 80 to 85 percent the number of public school kindergarteners attending full-day programs, by 2005.

Key Programs: Parents as Teachers (PAT), First Steps, Missouri Preschool Program, Title I Preschools, Early Childhood Special Education Services, Full-day Kindergarten

III. Key Outcome: Increased percentage of 18-year-olds with a high school diploma or GED (General Education Development certificate)

Key Objectives

1. Decrease the state's annual dropout rate to 4 percent by 2005.

2. Increase from 93 percent to 96 percent the number of high school graduates who report entering postsecondary education, employment or the military, by 2006.

Key Programs: A+ Schools, "Line 14" funds for at-risk programs, Missouri School Improvement Program, Alternative Education Centers, Vocational Rehabilitation-Transition from School to Work Program, Reading First Grants, Title I, School and Business/Community Partnerships, English-as-a-Second-Language Programs, High Schools That Work, Comprehensive Guidance Program, Secondary Vocational Education Programs, GED Option

IV. Key Outcome: Improved performance of career preparation, employment, work force advancement, and independent living programs

Key Objectives

1. Increase the percentage of students who report that they have achieved their goals in the Adult Education and Literacy Program, with emphasis on pre-post test scores and performance of English-as-a-Secondary-Language (ESL) students.

2. Increase the percentage of Vocational Rehabilitation clients who achieve an employment outcome after receiving services, from 71.6 percent to 72 percent, by 2005.

3. Maintain a decision accuracy rate of 96 percent or better and a "turn-around" time of 86 days or less in processing Social Security Disability claims.

4. Meet or exceed performance goals for students enrolled in vocational-technical education programs at the postsecondary level.

5. Meet or exceed performance goals for students enrolled in vocational-technical education programs at the secondary level.

6. Increase the number of persons with significant disabilities who receive Independent Living Services by 20 percent, from 9,345 (FY 2003) to 11,214, by 2005.

Key Programs: Adult Education and Literacy, Missouri AEL Resource Center, GED Online, Family Literacy with ESL Focus, Vocational Rehabilitation Services, Social Security Disability Determinations Services, Independent Living Services, Post-secondary Vocational Education Programs, Secondary Vocational Education Programs, Vocational-Technical Enhancement Grants, Tech Prep/Applied Academics, A+ Schools, High Schools That Work, Missouri School Improvement Program, Transition from School-to-Work Program, Community Rehabilitation Programs, Supported Employment Program

Participants in the 2002 Planning Process

STRATEGIC PLANNING TEAMS

OUTCOME I: Student Achievement and Teacher Quality

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Robin Coffman, Co-leader	Jim Friedebach	Craig Rector	David Welch
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Jim Cassity	Dawn Maddox	Linda Sullivan	

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Tom Ogle, Co-leader	Shawn Cockrum	Bill Poteet	
	Charles DeSha	Craig Rector	

OUTCOME IV: Work Force Readinesss

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Don Eisinger, Co-Leader	Tim Gaines	Jeanne Loyd	Nancy Headrick & Ron Vessell,
Steve Coffman	Dennis Harden	Bill Poteet	Leadership Liaisons
	Eunice Harris	Don Walker	

OUTCOME V: Department Management

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Carolyn Cryderman	Cindy Palmer	Cyndi Voss	Leadership Liaisons
Kelly Flaugher	Greg Solum	Sandy Withers	

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Jeri Zimmerman	Penny Phillips	Cindy Palmer	Sandy Withers
Brenda Rush	John Miller	Diana James	Stuart Hillman
Becky Kemna	Debra Linneman	Rick Hutcherson	Leigh Ann Grant-Engle
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Tim Gaines	David Adams	Don Walker	

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Cindy Palmer	

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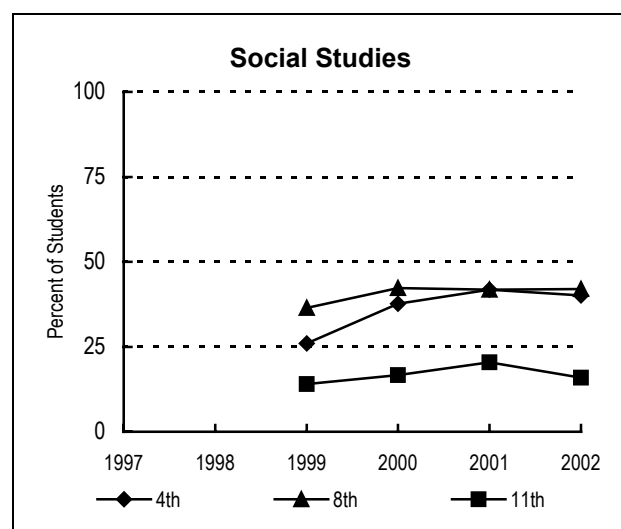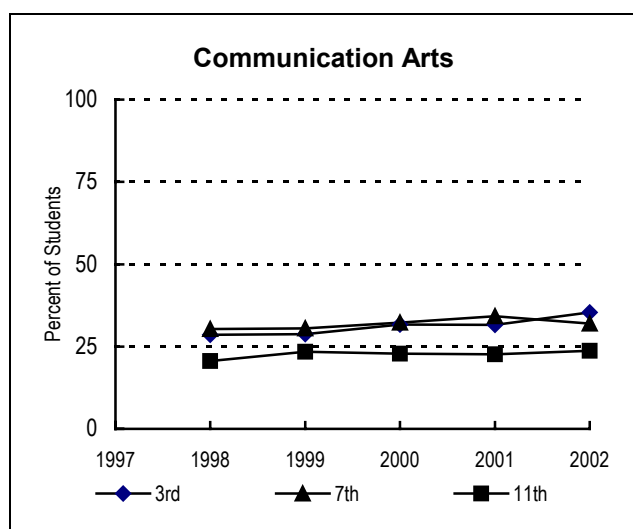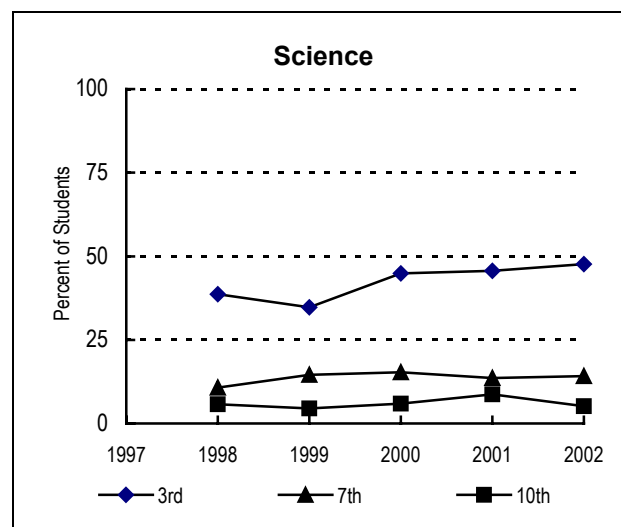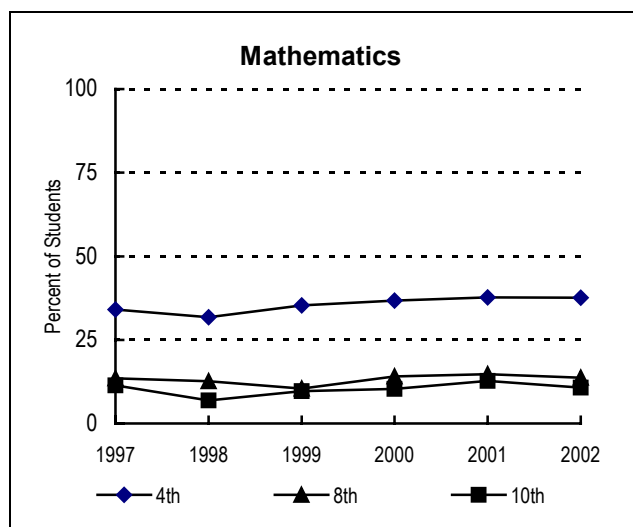
I. KEY OUTCOME

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Increased percentage of students achieving the Show-Me Standards at targeted performance levels in the Missouri Assessment Program
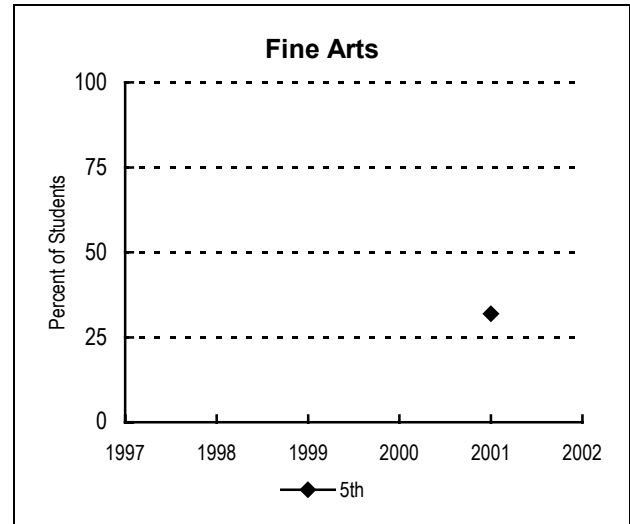
What's the trend?

The 2002 MAP results continue to show that the majority of Missouri students are not yet scoring at or above the "proficient" level.   In general, there are more elementary students scoring in the top two achievement levels than secondary students. Longitudinal data show slow but steady increases in the percentages of students scoring at the proficient and advanced levels for most of the assessments; third-grade science and communication arts, fourth-grade social studies, fifth-grade health and physical education are demonstrating particularly promising trends.

**Percent of students scoring in top two levels ("proficient" and "advanced")
on the Missouri Assessment Program**

Health-Physical Education

Fine Arts

PERCENT OF STUDENTS SCORING "PROFICIENT" OR ABOVE ON MAP	1997	1998	1999	2000	2001	2002
MATHEMATICS						
Grade 4	34.1%	31.8%	35.3%	36.7%	37.7%	37.6%
Grade 8	13.5%	12.6%	10.4%	14.1%	14.7%	13.7%
Grade 10	11.4%	6.9%	9.7%	10.3%	12.7%	10.7%
SCIENCE						
Grade 3		38.7%	34.7%	44.9%	45.6%	47.7%
Grade 7		10.7%	14.5%	15.3%	13.6%	14.2%
Grade 10		5.7%	4.5%	5.9%	8.7%	5.2%
COMMUNICATION ARTS						
Grade 3		28.6%	28.8%	31.7%	31.6%	35.4%
Grade 7		30.3%	30.5%	32.3%	34.2%	32.0%
Grade 11		20.6%	23.4%	22.8%	22.6%	23.7%
SOCIAL STUDIES						
Grade 4			26.0%	37.7%	41.8%	40.1%
Grade 8			36.4%	42.3%	41.8%	42.0%
Grade 11			14.0%	16.7%	20.4%	15.9%
HEALTH-PHYSICAL EDUCATION						
Grade 5				38.7%	43.1%	54.5%
Grade 9				21.1%	38.6%	23.9%

2

PERCENT OF STUDENTS SCORING "PROFICIENT" OR ABOVE ON MAP *continued*	1997	1998	1999	2000	2001	2002
FINE ARTS						
Grade 5					31.9%	

SOURCE: Missouri Assessment Program, September 2002

ABOUT THE MEASURE: The Missouri Assessment Program assesses attainment of the Show-Me Standards at the elementary-, middle- and high-school levels. Math results for 1997, science and communication arts results for 1998, social studies results for 1999, health-physical education results for 2000, and fine arts results for 2001 are based on voluntary administration of the assessment by about 350 of 524 school districts. All districts participated in mandatory administration of the math assessment since 1998, the science and communication arts assessments since 1999, the social studies assessment since 2000, and the health-physical education assessment since 2001. The fine arts assessment (grade 5) was available for voluntary administration in 2001; however, mandatory administration of the fine arts assessment, which was scheduled for 2002, was postponed because of state budget cuts.

The math, communication arts, science and social studies assessments consist of three types of items: 1) multiple-choice, machine-scored items, including questions from the nationally normed "TerraNova" test, 2) "constructed-response items," which require students to supply (rather than select) answers, and 3) performance events, which require students to demonstrate what they know and work through more complicated problems or issues. A student's score on MAP is based on the combined results of the three types of items.

Student performance on the MAP is reported on a five-step scale: Step 1 (lowest), Progressing, Nearing Proficient, Proficient, and Advanced. The state's goal is for students to score at the "proficient" level or above in every subject and every grade. Increases in percent of students in the top two levels as well as decreases in the lowest two levels are monitored and considered in the Missouri School Improvement Program accreditation process.

In most grades, 97 or 98 percent of students took the 2001 MAP exams, including many students with disabilities who have IEPs (Individualized Education Programs). The MAP-Alternate (MAP-A), a portfolio-based assessment, has been developed for students whose disabilities are so severe that they are not able to participate in the regular MAP testing. The MAP-A system evaluates students' progress toward their IEP goals and related Show-Me Standards.

Why is this outcome important?

The Missouri Assessment Program was developed to evaluate students' progress toward 73 rigorous academic standards, known as the Show-Me Standards, which define the "knowledge, skills and competencies" that Missouri students should obtain before graduating from high school. The Outstanding Schools Act, passed by the Missouri General Assembly in 1993, required development of the standards and assessment program. The State Board of Education adopted the Show-Me Standards in January 1996. Assessments in six subject areas, designed to test not only what students know but how well they can apply that knowledge, are being phased in, beginning in 1998. Local districts are held accountable for students' performance on the assessments through the Missouri School Improvement Program.

How does Missouri compare to other states and the nation on this measure?

The MAP is not given to students in other states; however, samples of students from most states take the National Assessment of Educational Progress (NAEP). In general, Missouri students tend to score at the same level or slightly higher on NAEP assessments than students from the nation as a whole.

Data from the most recent administration of the NAEP mathematics assessment (2000) show that the average score for Missouri fourth-grade students was three points higher than the average score for fourth-grade students in the national sample, while the average score for Missouri eighth-grade students was identical to the average score for eighth-grade students in the national sample. Data from the most recent NAEP reading assessment (1998) show that the average score for Missouri's fourth-grade students was one point above the national average, while the average score for our eighth-grade students was two points above the national average. The average score for Missouri

eighth-graders on the most recent NAEP writing assessment (1998) was only six points below the national average.

Missouri students performed at markedly higher levels than their national peers on the most recent NAEP science assessment (2000). Missouri's fourth-grade average score was eight points higher than the national average, while our eighth-grade average score was seven points higher than the national average.

Also, the MAP math, science, communication arts and social studies assessments all include a set of items taken from a nationally normed, multiple-choice test, called the TerraNova. Results show how Missouri students perform compared with other students nationwide. Missouri students consistently exceed the national median (50th percentile) in every subject and every grade. For most assessments, the median TerraNova percentiles have steadily increased since the first administration, although they have not changed dramatically in the past two years.

Missouri student performance on TerraNova section of MAP (median national percentiles)	1997	1998	1999	2000	2001	2002
MATHEMATICS						
Grade 4	56.3	56.1	58.6	61	62	62
Grade 8	58.3	56.2	58.9	59	60	60
Grade 10	65.2	66.1	67.8	70	70	70
SCIENCE						
Grade 3		63.5	66.7	70	70	73
Grade 7		55.2	58.6	59	60	60
Grade 10		63.8	64.3	66	66	65
COMMUNICATION ARTS						
Grade 3		56.2	57.7	59	61	62
Grade 7		53.7	57.8	59	59	59
Grade 11		58.5	61.5	61	63	63
SOCIAL STUDIES						
Grade 4			61.7	66	67	67
Grade 8			61.9	64	64	64
Grade 11			59.3	61	61	61

SOURCE: Missouri Assessment Program, September 2002

What factors influence this measure?

- Teacher quality
- Classroom instruction and curriculum alignment
- Building and district leadership
- School climate
- Parent involvement and support
- Student motivation
- Expectations for students

- The difficulty of the tests

- Equity of financial resources available to schools and districts

- The strength of the state's commitment to the goal of improved student achievement and its ability to sustain the effort over time

What works?

- Teachers who have subject-area expertise as well as knowledge and skill in authentic instruction and performance assessment

- High-quality professional development for practicing educators

- High-quality teacher and administrator preparation programs

- Competitive salaries and good working conditions (class size, mentors for new teachers, etc.) necessary to attract and retain high-quality teachers and administrators

- Administrators and teachers who are able to use research as well as local student achievement data to make decisions about curriculum and instruction and implement those decisions

- Local curricula aligned to the Show-Me Standards and clearly articulated from grade to grade

- Safe, orderly school climates that are conducive to teaching and learning

- A districtwide focus on achievement that includes high expectations for all students and incentives for improved achievement

- Parents and communities that support and recognize high achievement

- A basic state aid program that helps to provide an equitable education for all students

- A sustained emphasis on standards-based instruction and performance assessment

- A collective commitment to ensuring that all students achieve at high levels

For more information:

http://www.dese.state.mo.us/divimprove/
Division of School Improvement
Missouri Department of Elementary & Secondary Education

http://nces.ed.gov/
National Assessment of Educational Progress
National Center for Education Statistics
U.S. Department of Education
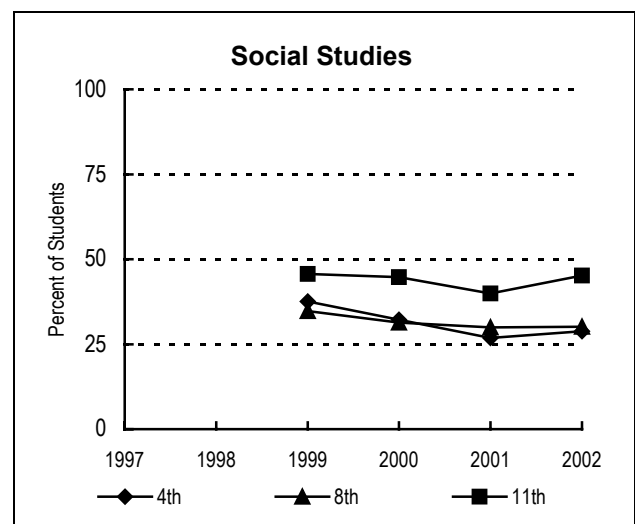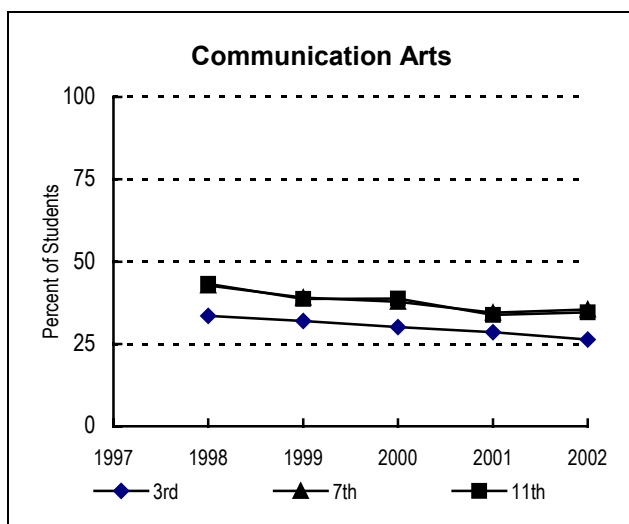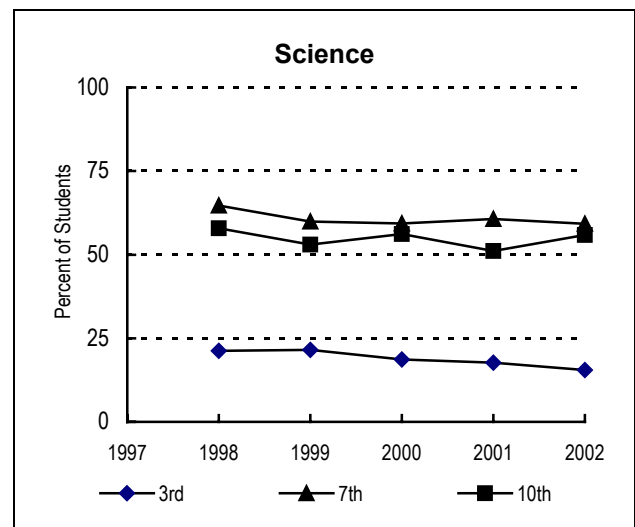
KEY OBJECTIVE 1

Reduce the percentage of students scoring at the "step 1" and "progressing" achievement levels on MAP by 5 percent each year (four core content areas and all grade levels) through 2008.

What's the trend?

Analysis of Missouri Assessment Program trend data across the various assessments shows that the percentages of students scoring at the bottom two achievement levels ("step 1" and "progressing") are, for most assessments, decreasing at a slow and steady rate from one year to the next. From 2000 to 2001, there were substantial decreases (more than two percent) in this lower score range in mathematics at grades 8 and 10, science at grade 10, communication arts at grades 7 and 11, and

Percent of students scoring at the "step 1" and "progressing" achievement levels on the Missouri Assessment Program

What's the trend? *(continued from page 6)*

social studies at grades 4 and 11. At grade 10 science, grade 11 communication arts, and grades 4 and 11 social studies, the percentages of students scoring in the bottom two achievement levels decreased by five percent from 2000 to 2001, meeting the stated objective.   However, from 2001 to 2002, only two assessments posted decreases in the percentage of students scoring in the bottom two achievement levels that were at or near the stated objective (grade 11 social studies, with a 5.3 percent decrease and grade 10 science, with a 4.8 percent decrease).

PERCENT OF STUDENTS SCORING AT "STEP 1" AND "PROGRESSING" ON MAP	1997	1998	1999	2000	2001	2002
MATHEMATICS						
Grade 4		25.1%	22.1%	22.3%	20.4%	21.1%
Grade 8		59.7%	60.5%	57.1%	54.4%	54.6%
Grade 10		65.0%	61.9%	60.0%	56.8%	59.1%
SCIENCE						
Grade 3		21.2%	21.5%	18.6%	17.7%	15.5%
Grade 7		64.7%	59.9%	59.3%	60.7%	59.2%
Grade 10		57.9%	53.0%	56.2%	51.1%	55.9%
COMMUNICATION ARTS						
Grade 3		33.5%	32.0%	30.1%	28.6%	26.3%
Grade 7		42.8%	39.0%	37.8%	34.5%	35.5%
Grade 11		43.2%	38.7%	38.8%	33.8%	34.6%
SOCIAL STUDIES						
Grade 4			37.6%	32.2%	26.8%	28.8%
Grade 8			34.7%	31.3%	29.9%	30.1%
Grade 11			45.7%	44.8%	39.9%	45.2%

SOURCE: Missouri Assessment Program, September 2002

> **ABOUT THE MEASURE:** Student performance on the MAP is reported on a five-step scale: Step 1 (lowest), Progressing, Nearing Proficient, Proficient, and Advanced. The state's goal is for students to score at the "proficient" level or above in every subject and every grade. Increases in percent of students in the top two levels as well as decreases in the lowest two levels are monitored and considered in the Missouri School Improvement Program accreditation process (Standard 9.1.1).

Why is this objective important?

In order to reach the overall outcome, we must move students out of the bottom two MAP achievement levels and into the top two levels. Failure to address this objective will have serious repercussions for the economic health of the state as well as the viability of families and communities. Students who leave the public school system without the knowledge and skills they need to continue their education, earn a living and participate in democratic life will become users of our social capital, not contributors. If our schools fail to move low-performing students to higher achievement levels, we should expect problems of poverty, crime, drug abuse and child neglect to grow. We should be prepared for business and industry to look elsewhere for a skilled work force, leaving many Missourians unable to support their families or sustain their communities.

How does Missouri compare to other states and the nation on this measure?

The MAP is not given to students in other states; however, samples of students from most other states take the National Assessment of Educational Progress (NAEP). NAEP scores are reported in

terms of the percentage of students attaining three achievement levels: Basic, Proficient, and Advanced. Scores below the cut score for the basic level fall into the "below basic" range.

In 2000, 28 percent of Missouri fourth-grade students and 33 percent of Missouri eighth-grade students scored "below basic" on the mathematics assessment. This compares to 33 percent for grade 4, and 35 percent for grade 8, nationally.

In 2000, Missouri ranked 15th among 40 participating states with respect to grade-4 mathematics scores and ranked 21st with respect to grade-8 mathematics scores among 39 participating states in percentage of public school student scores in the "below basic" level. (States were ranked from lowest percentage of scores "below basic" to highest.)

In 1998, 37 percent of Missouri fourth-graders and 24 percent of Missouri eighth-graders scored "below basic" on the reading assessment. This performance ranked Missouri 15th among the 39 states participating in the grade-4 reading assessment and 14th among the 36 states that participated in the grade-8 reading assessment.

In 2000, 25 percent of Missouri fourth-grade students and 32 percent of Missouri eighth-grade students scored "below basic" on the science assessment. This compares to 36 percent for grade 4, and 41 percent for grade 8, nationally. These data rank Missouri 9th among the 39 states participating in the grade-4 science assessment and 12th among the 38 states that participated in the grade-8 science assessment.

What factors influence this measure?

- Teacher quality

- Curriculum alignment

- Classroom instruction

- Building and district leadership

- School climate

- Parent involvement and support

- Student motivation

- Expectations for students

- Quality of children's early care and education

- Equity of financial resources available to schools and districts

- The strength of the state's commitment to the goal of improved student achievement and its ability to sustain the effort over time

What works?

- Teachers who have subject-area expertise as well as knowledge and skill in authentic instruction and performance assessment

- High-quality professional development for practicing educators

- High-quality teacher and administrator preparation programs

- An accountability system that is supported by continuous evaluation of staff and programs

- Competitive salaries and good working conditions (class size, mentors for new teachers, etc.) necessary to attract and retain high-quality teachers and administrators

- Administrators and teachers who are able to use research as well as local student achievement data to make decisions about curriculum and instruction and implement those decisions

- Local curricula aligned to the Show-Me Standards and clearly articulated from grade to grade

- Additional learning time and assistance for students who are not making satisfactory progress

- Safe, orderly school climates that are conducive to teaching and learning

- A districtwide focus on achievement that includes high expectations for all students and incentives for improved achievement

- Parents and communities that support and recognize high achievement

- A basic state aid program that helps to provide an equitable education for all students

- A sustained emphasis on standards-based instruction and performance assessment

For more information:

http://www.dese.state.mo.us/divimprove/
Division of School Improvement
Missouri Department of Elementary & Secondary Education

http://nces.ed.gov/
National Assessment of Educational Progress
National Center for Education Statistics
U.S. Department of Education

KEY STRATEGIES

- The Department will promote and sustain a quality system of professional development for Missouri educators.

- The Department will assist districts in recruiting higher-quality teachers for their lowest-performing schools.

- The Department will explore ways to extend teacher contracts, providing districts with greater flexibility in meeting student needs.

- The Department will advocate an equitable system for distributing local, state and federal funds to school districts.

- The Department will assist school districts and building personnel in implementing a comprehensive, systemic school improvement process that promotes improved student performance.

- The Department will assist schools in identifying and implementing research-based best practices for all students.

- The Department will share best practices and model programs with low-performing districts and schools, including excellent professional development models.

- The Department will provide technical assistance, resources and guidelines for using technology to improve instruction.

- The Department will assist schools as they integrate high academic performance in all subjects with preparation for work and post-secondary education.

- The Department will assist schools in engaging families and communities as active partners in their children's education.

- The Department will assist districts in providing additional time and support for students who are not making satisfactory academic progress.

- The Department will assist school districts and community-based programs in offering quality school-age child care that supports school-day instruction and extends learning into non-school hours.

- The Department will adopt and advocate measures to motivate students, or to assist districts to motivate students, to perform their best on the MAP.

- The Department will advocate for eliminating the practice of social promotion and excluding retention as the primary strategy for remedial instruction.

- The Department will assist districts in providing safe learning environments for staff and students.

- The Department will aid districts in recognizing and overcoming barriers to providing an equitable education for all students.

- The Department will work with other state agencies to provide resources to integrate comprehensive services and school improvement initiatives.

- The Department will use technology to improve communication with citizens, members of the education community and policymakers about student achievement, school performance, statewide school improvement initiatives, and issues and trends affecting public education.

- The Department will engage students, parents, employers and business-group leaders, local school boards, state legislators, classroom teachers, school administrators and staff, and higher education officials in efforts to improve student performance.

KEY PROGRAMS/SERVICES

- Missouri School Improvement Program
- Caring Communities
- Technology grants
- Reading First federal grants (state application in process)
- Missouri Assessment Program Professional Development
- Regional Professional Development Centers
- Missouri Mathematics Academy
- Missouri Reading Initiative
- Missouri Elementary Science Connection
- Project Jason
- Character Education
- Safe Schools Grants
- Accelerated Schools
- STARR (Select Teachers as Regional Resources)
- Project Construct
- Practical Parenting Partnerships

- Reading Success Network
- SuccessLink
- Summer school funding
- Success Teams
- Academically Deficient School Management Teams
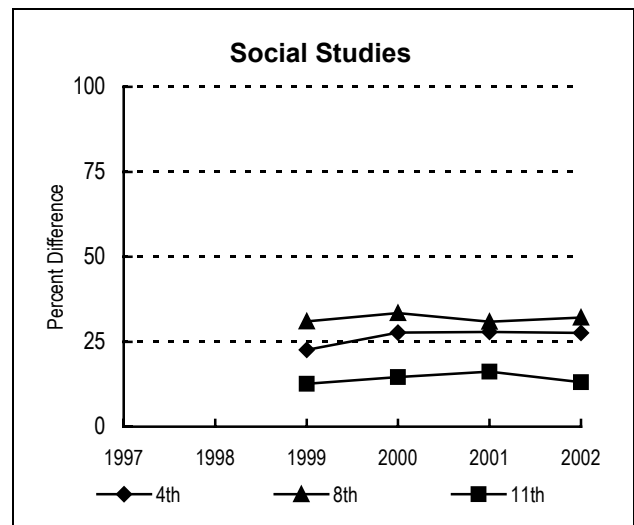
KEY OBJECTIVE 2

Decrease the gap in achievement scores (four core content areas and all grade levels) between racial/ethnic-minority students and non-minority students by 5 percent each year through 2008, while increasing the performance of all students.

What's the trend?

An examination of the percentage of students scoring at the "proficient" and "advanced" levels on the MAP shows that over time the gap in scores between minority and non-minority students is not generally decreasing at a large rate, although we are beginning to see some encouraging trends.

Gap in achievement scores between racial/ethnic-minority students and non-minority students

Mathematics

Science

Communication Arts

Social Studies

What's the trend? *(continued from page 12)*

Mathematics at grade 10, science at grade 3 and 10, communication arts at grade 7, and social studies at grade 11 showed a "gap" decrease of one percent or more from 2001 to 2002, coming close to Department projections. (The gap in achievement is diminishing at *a more rapid pace* if we focus on the percentages of students *in the bottom two* achievement levels—"step 1" and "progressing"—who are moving into the top three achievement levels. These data are not shown but are available from the Department.)

PERCENT OF STUDENTS SCORING "PROFICIENT" OR ABOVE ON MAP	1998	1999	2000	2001	2002
MATHEMATICS					
Grade 4, Non-Minority Students		40.8%	42.5%	43.6%	43.4%
Grade 4, Minority Students		13.3%	13.9%	16.1%	16.6%
Gap		27.5%	28.6%	27.5%	26.8%
Grade 8, Non-Minority Students		12.3%	16.4%	17.2%	16.1%
Grade 8, Minority Students		1.4%	2.6%	3.5%	3.2%
Gap		10.9%	13.8%	13.7%	12.9%
Grade 10, Non-Minority Students		11.1%	11.9%	14.6%	12.3%
Grade 10, Minority Students		1.5%	1.7%	2.2%	1.8%
Gap		9.6%	10.2%	12.4%	10.5%
SCIENCE					
Grade 3, Non-Minority Students		40.6%	51.3%	52.3%	54.0%
Grade 3, Minority Students		12.0%	21.1%	21.4%	25.9%
Gap		28.6%	30.2%	30.9%	28.1%
Grade 7, Non-Minority Students		17.1%	18.1%	16.3%	17.1%
Grade 7, Minority Students		3.0%	2.7%	2.8%	3.0%
Gap		14.1%	15.4%	13.5%	14.1%
Grade 10, Non-Minority Students		5.1%	6.7%	10.1%	6.0%
Grade 10, Minority Students		0.6%	0.9%	1.5%	.8%
Gap		4.5%	5.8%	8.6%	5.2%
COMMUNICATION ARTS					
Grade 3, Non-Minority Students		33.3%	36.2%	36.1%	40.0%
Grade 3, Minority Students		11.4%	15.0%	15.3%	18.9%
Gap		21.9%	21.2%	20.8%	21.1%
Grade 7, Non-Minority Students		34.9%	37.0%	39.7%	36.7%
Grade 7, Minority Students		11.1%	12.1%	13.9%	13.3%
Gap		23.8%	24.9%	25.8%	23.4%
Grade 11, Non-Minority Students		25.9%	25.2%	25.0%	26.3%
Grade 11, Minority Students		7.4%	7.7%	7.7%	8.0%
Gap		18.5%	17.5%	17.3%	18.3%
SOCIAL STUDIES					
Grade 4, Non-Minority Students		31.0%	43.4%	47.7%	46.1%
Grade 4, Minority Students		8.4%	15.7%	19.8%	18.5%
Gap		22.6%	27.7%	27.9%	27.6%

PERCENT OF STUDENTS SCORING "PROFICIENT" OR ABOVE ON MAP	1998	1999	2000	2001	2002
SOCIAL STUDIES *continued*					
Grade 8, Non-Minority Students		42.8%	48.3%	47.6%	48.1%
Grade 8, Minority Students		11.8%	14.9%	16.7%	16.0%
Gap		31.0%	33.4%	30.9%	32.1%
Grade 11, Non-Minority Students		15.8%	18.8%	22.6%	17.7%
Grade 11, Minority Students		3.2%	4.2%	6.4%	4.6%
Gap		12.6%	14.6%	16.2%	13.1%

SOURCE: Missouri Assessment Program, September 2002

ABOUT THE MEASURE: Non-minority students are "white, not Hispanic" and minority students are "black" and "Hispanic." The percentages represent students scoring at the "proficient" and "advanced" levels on the Missouri Assessment Program. Math results for FY 1997, science and communication arts results for FY 1998, and social studies results for FY 1999 are based on voluntary administration of the assessment by about 350 of 524 school districts. All districts participated in mandatory administration of the math assessment since 1998, the science and communication arts assessments since 1999, and the social studies assessment since 2000.

Why is this objective important?

It is not enough to raise the achievement levels of some students—we must ensure that *all* students are learning. An equitable opportunity for all learners to succeed is critical to their future as well as to the future of our state. The Department of Elementary and Secondary Education must play a leadership role in assuring all learners, regardless of their race, ethnicity, economic status, location, gender, or special needs, are provided equitable access to an excellent education and the resources needed to succeed. Missouri schools must provide curriculum and instruction that promote high expectations, academic standards, and "real-world" activities across all subject areas for *all* students.

How does Missouri compare to other states and the nation on this measure?

The MAP is not given to students in other states; however, samples of students from most other states take the National Assessment of Educational Progress (NAEP). In almost every case (mathematics at grade 4 is the exception), the gap in Missouri NAEP scores has decreased over time. Comparisons of Missouri's NAEP gap statistics to national NAEP gap statistics show that we are doing better than the nation as a whole in every case.

- o *Grade-4 Mathematics:* In Missouri, the gap in grade-4 mathematics increased by 8 percent from 1996 to 2000. In the nation, the gap increased by 29 percent from 1996 to 2000. In 2000, the gap in grade-4 math was 28 percent less in Missouri than in the nation.
- o *Grade-8 Mathematics:* In Missouri, the gap in grade-8 mathematics decreased by 9 percent from 1996 to 2000. In the nation, the gap increased by 11 percent from 1996 to 2000. In 2000, the gap in grade-8 math was 50 percent less in Missouri than in the nation.
- o *Grade-4 Reading:* In 1998, the gap in grade 4 reading was 35 percent less in Missouri than in the nation.
- o *Grade-8 Reading:* In 1998, the gap in grade-8 reading was 7 percent less in Missouri than in the nation.
- o *Grade-4 Science:* In 2000, the gap in grade-4 science was 38 percent less in Missouri than in the nation.
- o *Grade 8 Science:* In Missouri, the gap in grade-8 science decreased by 16 percent from 1996 to 2000. In the nation, the gap in grade-8 science increased by 5 percent from 1996 to 2000. In 2000, the gap in grade-8 science was 30 percent less in Missouri than in the nation.

What factors influence this measure?

- Teacher quality, including teachers' ability to address individual learning styles and consider diverse cultures

- Expectations for minority students

- School climate

- Equity of financial resources available to high-minority and/or high-poverty schools

- Family literacy

- Parent involvement and support

- Quality of children's early care and education

- Community support for schools

- Leadership provided by local school boards, district administrators, and building principals

What works?

- Good teachers—qualified, experienced, effective

- High-quality professional development that helps practicing teachers move beyond cultural issues and improve instruction for minority students

- Teacher preparation programs that equip future teachers with skills and practical experiences in teaching diverse student groups

- High expectations for all students

- High standards for all students

- Challenging curriculum aligned with the standards

- Assessment and accountability systems that provide accurate information about student learning and suggest areas for improvement

- Additional learning time and assistance for students who are not making satisfactory progress

- Equitable and adequate funding for high-minority, high-poverty schools

For more information:

http://www.dese.state.mo.us/divteachqual/
Division of Teacher Quality & Urban Education
Missouri Department of Elementary & Secondary Education

http://www.dese.state.mo.us/divimprove/
Division of School Improvement
Missouri Department of Elementary & Secondary Education

http://www.edtrust.org/main/index.asp

The Education Trust

KEY STRATEGIES

- The Department will expand professional development programs that help teachers move beyond cultural differences, change practices and improve instruction for racial/ethnic-minority students.

- The Department will focus resources toward school districts within targeted regions of the state with high concentrations of racial/ethnic-minority students to assist them in initiating efforts to improve achievement as recommended in "Raising the Bar-Closing the Gap" (Department of Elementary and Secondary Education, December 1997).

- The Department will require districts to review and report student achievement data by racial/ethnic groups.

- The Department will hold school districts accountable for the achievement of racial/ethnic minority students through the Missouri School Improvement Program (Standard 9.1.3).

- The Department will improve communication with citizens, members of the education community, and policymakers about the gap between achievement of racial/ethnic-minority students and non-minority students.

- The Department will encourage teacher preparation programs to provide their students with practicum experiences in a variety of school, community and cultural settings.

- The Department will target resources to expand the available pool of minority teachers, male teachers, and teachers from other nations or language backgrounds.

- The Department will develop incentives to increase the pool of teachers in high demand fields (e.g., math, science, special education, technology education) and in urban, rural and high-poverty areas.

- The Department will assist districts in recruiting higher-quality teachers for their lowest-performing schools.

- The Department will identify model programs and practices in high-performing schools with significant numbers of minority students.

KEY PROGRAMS

- The Pathways Program, which helps to ensure high-minority schools are staffed by qualified teachers

- Harris-Stowe State College "An Excellence Initiative in Teacher Education, A Manifesto for the Year 2000 and Beyond"

- The Kansas City School District-Higher Education Partnership

- Closing the Achievement Gap Pilot Program, a four-week summer course designed to train St. Louis-area teachers who can then train other teachers to raise achievement levels among culturally and linguistically diverse student groups

- Missouri Minority Teaching Scholarship

- Missouri School Improvement Program

- Academically Deficient Schools

- Success Teams

KEY OBJECTIVE 3

Increase from 77 to 90 percent the number of students who score "satisfactory" or above on the third-grade reading component of the MAP, by 2008.
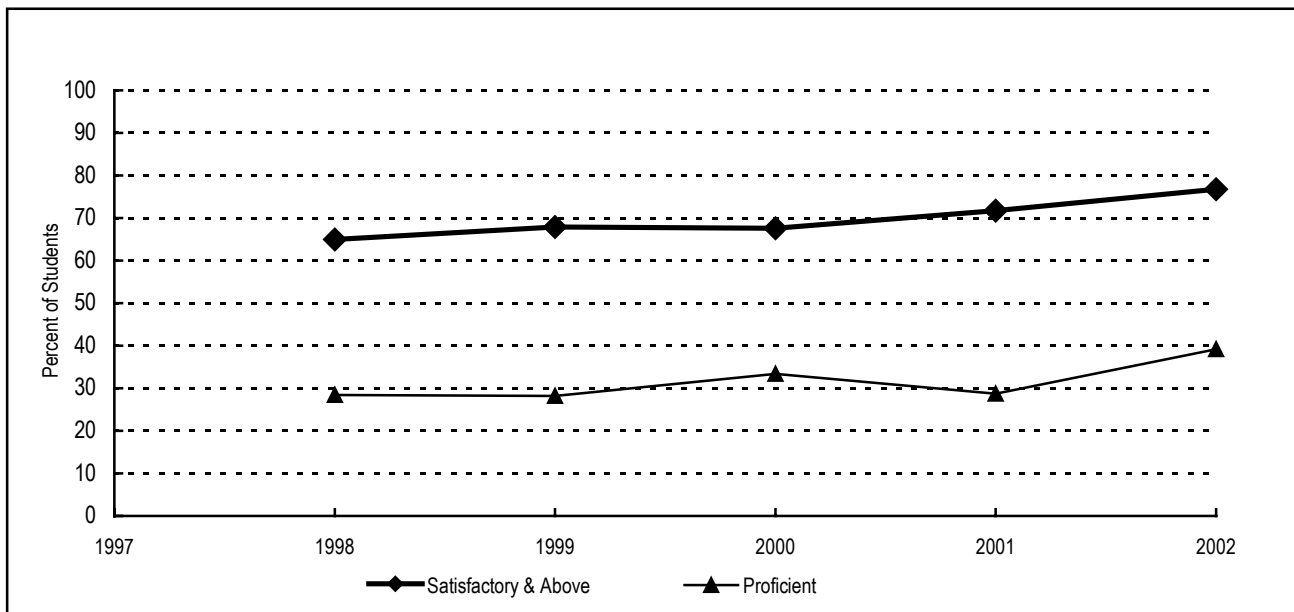
What's the trend?

In 2000, approximately 33 percent of Missouri third-grade students scored at the highest and most desired achievement level ("proficient") on the MAP reading component. (See "About the Measure" on the next page for information about the MAP reading scale.) In 2001 almost 29 percent of our state's third-graders were designated as proficient readers, but in 2002, a much larger proportion (slightly over 39 percent) achieved this designation. Since the beginning of the MAP, the percentage of proficient readers has increased by almost 11 points.

When we expand our analysis by examining the proportion of third-grade students in the top two MAP reading achievement levels ("proficient" and "satisfactory"), we find that a total of 68 percent scored in one of these two categories in 2000. This percentage increased to approximately 72 percent in 2001 and to almost 77 percent in 2002. These data suggest that more than two-thirds of Missouri third-grade students are reading at or above a level that would be expected, given their grade placement.

Missouri seventh-graders have also demonstrated significant improvements in reading proficiency. The percent scoring "satisfactory" or above on the MAP reading component of the seventh-grade communication arts assessment increased from 59 percent in 2000, to 65 percent in 2001, and to 66 percent in 2002.

**Percent of third-graders scoring "satisfactory" or above
on the reading component of the MAP communication arts assessment**

MAP READING SCORES	1997	1998	1999	2000	2001	2002
GRADE 3						
Percent "satisfactory" and above		65.0%	67.9%	67.6%	71.7%	76.8%
Percent "proficient"		28.4%	28.2%	33.5%	28.7%	39.2%
GRADE 7						
Percent "satisfactory" and above		59.1%	57.5%	59.0%	64.4%	65.8%
Percent "proficient"		31.2%	29.5%	33.9%	32.6%	34.5%

SOURCE: Missouri Assessment Program, September 2002

ABOUT THE MEASURE: Using data derived from the MAP third- and seventh-grade communication arts assessments, the Department reports a reading score that reflects a student's ability to apply, analyze, synthesize and evaluate the information that she/he has read. Reading achievement among third- and seventh-graders, as measured by this score, is one of the performance standards in the Missouri School Improvement Program (Standard 9.2).

Performance on the MAP reading component is reported using three achievement categories: "Proficient," "Satisfactory," and "Unsatisfactory." Students scoring at the "proficient" level are able to go beyond the typical grade-level expectations to demonstrate mastery of basic reading skills and to apply what they comprehend in complex and sophisticated ways. Students scoring at the "satisfactory" level are performing in the range typically associated with grade-level expectations, using basic reading skills to comprehend grade-appropriate text. "Proficient" is the desired achievement level for all students, and students who score at that level demonstrate the knowledge and skills called for by the Show-Me Standards.

Why is this objective important?

Reading is an essential skill for success in school and in life. Students who do not learn to read in the primary grades will struggle throughout their school careers. These excerpts from a 1998 report by the National Research Council emphasize the importance of improving reading achievement:

…we are most concerned with the large numbers of children in America whose educational careers are imperiled because they do not read well enough to ensure understanding and to meet the demands of an increasingly competitive economy. Current difficulties in reading largely originate from rising demands for literacy, not from declining absolute levels of literacy.

To be employable in the modern economy, high school graduates need to be more than merely literate. They must be able to read challenging material, to perform sophisticated calculations, and to solve problems independently (Murnane and Levy, 1993). The demands are far greater than those placed on the vast majority of schooled literate individuals a quarter-century ago….

Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of grade 3 (for reviews, see Slavin et al., 1994). A person who is not at least a modestly skilled reader by the end of third grade is quite unlikely to graduate from high school. Only a generation ago, this did not matter so much, because the long-term economic effects of not becoming a good reader and not graduating from high school were less severe.

—Preventing Reading Difficulties in Young Children (March 1998)

How does Missouri compare to other states and the nation on this measure?

Missouri's fourth-grade students score slightly above students from the nation as a whole on the NAEP reading assessment. In 1998, 29 percent of Missouri grade-4 scores were at or above the proficient level; this percentage was equal to the percentage of the nation's students scoring at this level. Missouri's third-grade students score significantly higher (e.g., 61st percentile in 2001) than their national peers on the reading subtest of the nationally normed component of the MAP (TerraNova).

What factors influence this measure?

- Educators' access to professional development in research-based reading instruction

- Educators' ability to implement research-based reading instruction, including use of informal, ongoing assessment to monitor student reading progress

- Family literacy and students' motivation to read

- Quality of children's early care and education

What works?

- Research-based reading instruction that reflects a balanced approach to developing literacy

- High-quality, ongoing professional development within the classroom and school for teachers and administrators
- Pre-service education for elementary and middle-school teachers that includes instruction on reading research and opportunities to put theory into practice

- Early identification of students with reading problems and use of appropriate intervention methods

- Involving parents in support of their children's reading

- Early childhood experiences that promote literacy

- School reading initiatives linked to adult literacy programs

- Strong, schoolwide focus on improving reading, sustained over time

For more information:

http://www.dese.state.mo.us/divimprove/
Division of School Improvement
Missouri Department of Elementary & Secondary Education

http://sps.k12.mo.us/reading/
Missouri Reading Initiative

http://www.learningfirst.org/
Learning First Alliance

KEY STRATEGIES

- The Department will review the competencies that elementary education majors are expected to master and ensure they include the knowledge and skills needed to teach all students to read well.

- The Department will increase professional development for teachers and administrators on effective, research-based reading programs.

- The Department will provide technical assistance to districts not making adequate progress in student reading results.

- The Department will provide targeted resources to improve reading scores.

KEY PROGRAMS/SERVICES

- Reading First federal grants (state application in process)
- Title I
- Reading Success Network
- Missouri Reading Initiative
- Reading Recovery and Early Literacy Intervention Program (Southeast Missouri State University)
- Regional Professional Development Centers
- MoSTEP (Missouri Standards for Teacher Education Programs)
- Teacher Certification
- Adult/family literacy programs, e.g. Even Start
- Technical assistance in curriculum development and student assessment, provided to teachers and administrators by Department staff
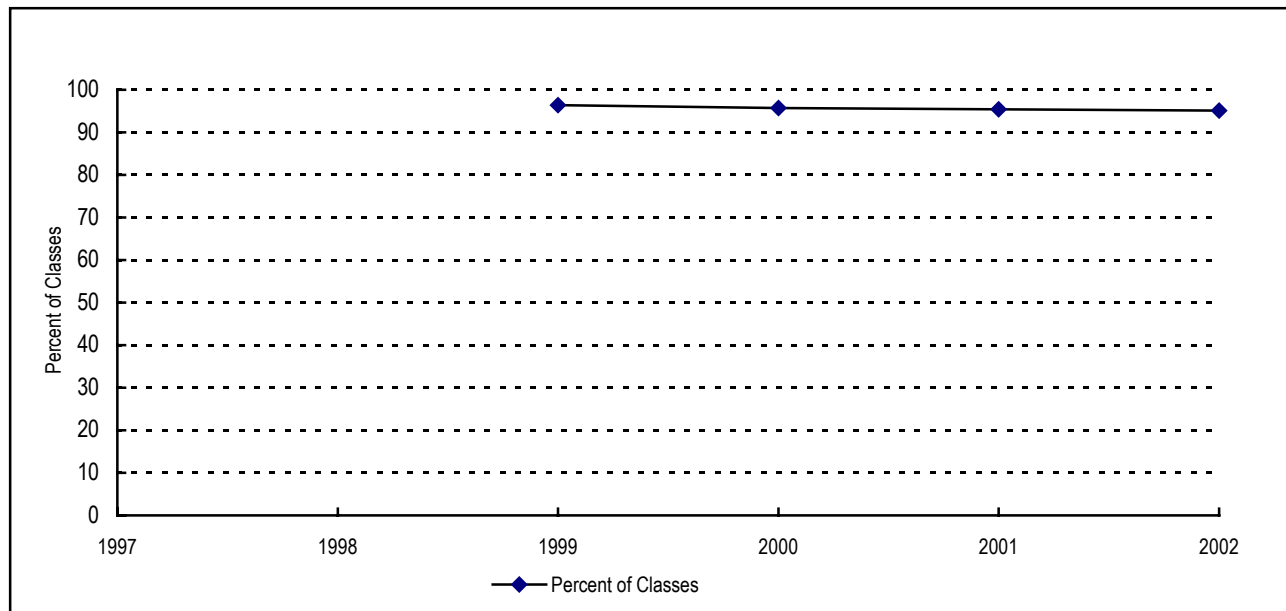
KEY OBJECTIVE 4

Maintain at no less than the current rate of 95 percent the number of Missouri public school classes taught by teachers with appropriate grade and subject certification.

What's the trend?

The percentage of public school classes taught by teachers with appropriate certification has decreased slightly (a drop of 1 percent) during the past three years; however, 95 percent of classes are still being taught by qualified individuals, according to Missouri School Improvement Program guidelines. The Department also is monitoring trends by subject area and certificate type.

Percent of classes taught by teachers with appropriate certification

Percent of public school classes taught by teachers with appropriate certification	1997	1998	1999	2000	2001	2002
			96.4%	95.7%	95.4%	95.14%

SOURCE: School Core Data & Teacher Certification Records, August 2002

ABOUT THE MEASURE: This measure was developed by the Department of Elementary and Secondary Education to monitor one aspect of teacher quality in Missouri—Do Missouri teachers have the appropriate certificate(s) to teach their assigned courses? The Core Data system is used to identify classroom teachers and their assignments, and then that information is compared with teachers' certification records. The various courses and the required teaching certificates are defined by the Missouri School Improvement Program and listed in the Core Data manual (Exhibit 10). Qualified teachers are those who have appropriate grade-level and subject-area certificates, which may be lifetime, renewable, provisional, special, vocational, etc. Unqualified teachers are those who have incorrect certificates, expired certificates, or no certificates.

Why is this objective important?

Teachers are a critical factor in our efforts to improve student achievement. Research has confirmed the commonly held beliefs that the success of our schools and students is linked to the knowledge and instructional skills of teachers and the leadership of principals. Missouri faces teacher shortages in subject areas such as math, science, special education, and technology education, as well as administrator shortages. Recruitment and retention of qualified educators is a particular problem in urban, rural and high-poverty areas of the state.

The Department must help ensure that Missouri's public education system has sufficient and well-qualified school personnel, who can deliver on the promise of high academic standards and expectations for all students. The challenges of recruiting highly qualified prospects to the education profession, preparing them effectively, providing them with support early in their careers, ensuring they have opportunities for professional development, offering them good working conditions, and paying them competitive salaries—must be addressed. These challenges must be faced by the state, by local schools districts and the communities they serve, by colleges of education, and by professional education organizations.

How does Missouri compare to other states and the nation on this measure?

There is no comparable national data for this measure.

(NOTE: Additional information on related national measures is being collected and will be reported when available.)

What factors influence this measure?

- Student enrollment
- Standards for pupil-teacher ratios
- Public recognition of the importance of teaching
- Salaries for teachers and administrators
- School climate and working conditions
- State, local and federal funding for schools
- State certification requirements
- MSIP program-of-study and use-of-certificate requirements
- Teacher recruitment practices
- Quality and capacity of teacher preparation programs
- School district support for new teachers and administrators
- Instructional leadership at the building and district levels
- Opportunities for professional development
- Understanding of the state's diverse educational environments

What works?

- Competitive teacher salaries
- Good working conditions, including reasonable class sizes

- Teacher preparation programs that

  - prepare future teachers for the challenges of today's classrooms (authentic instruction, performance assessment, culturally diverse student populations, various learning styles)

  - integrate practicum experience throughout the program

  - respond to subject-area and location shortages

- Financial incentives for choosing teaching as a career, such as scholarships and college loan forgiveness programs

- Longevity incentives that encourage teachers to stay in the profession

- A streamlined certification process that preserves high standards

- Alternative pathways to certification

- Networks that link schools that need teachers with teachers looking for jobs

- Mentoring programs for new teachers and administrators

- Ongoing, job-imbedded professional development

For more information:

http://www.dese.state.mo.us/divteachqual/
Division of Teacher Quality & Urban Education
Missouri Department of Elementary & Secondary Education

http://www.rnt.org/
Recruiting New Teachers, Inc.

http://www.nctaf.org
National Commission on Teaching and America's Future

KEY STRATEGIES

- The Department will advocate for sustaining a dependable flow of basic state aid to help districts improve educator salaries, maintain lower pupil-teacher ratios, and continue targeted professional development programs.

- The Department will explore ways to extend teacher contracts, providing districts with greater flexibility in meeting student needs and educators with additional income.

- The Department will collaborate with local education agencies, teacher preparation institutions, and statewide teacher and administrator associations to identify and implement effective recruitment initiatives, including efforts to attract top high school students to the field of education.

- The Department will develop incentives to increase the pool of teachers in high-demand fields (e.g., special education, math and science, technology education) and in rural, urban, and high-poverty areas.

- The Department will collaborate with teacher preparation institutions to develop new pathways for well-qualified, non-traditional candidates to enter the profession; opportunities should be extended to individuals with college degrees in other fields as well as those with work experience who are pursuing an initial college degree.

- The Department will collaborate with local education agencies and teacher preparation institutions to identify and implement effective teacher and administrator retention initiatives (e.g., mentoring programs, establishing realistic teaching and extra-curricular assignments).

- The Department will provide incentives to attract higher-quality teachers to low-performing schools, including rewards for those who earn certification by the National Board for Professional Teaching Standards.

KEY PROGRAMS/SERVICES

- Annual report on teacher recruitment and retention (includes information on teacher demographics, vacancy data, and supply factors)

- Special Education Tuition Reimbursement (tuition reimbursement for teachers and para-professionals who are taking courses to achieve a special education teaching certificate in the areas of mild/moderate cross categorical, severe developmental disabilities, deaf/hearing impaired and visually impaired)

- Counselor Tuition Reimbursement (for teachers who are within 21 semester hours of fulfilling requirements for certification as an elementary or secondary public school counselor)

- Missouri Teacher Education Scholarship Program (scholarship program for academically talented students interested in teaching in Missouri's public elementary and secondary schools)

- Missouri Minority Teaching Scholarship (for academically talented minority students interested in teaching in Missouri's public elementary and secondary schools)

- Career Ladder (designed to retain quality teachers by providing additional pay for the performance of activities that exceed contracted duties)

- Information about Federal Loan Forgiveness Programs (to inform Missouri teachers about obtaining forgiveness and deferment for their federal Perkins and Stafford loans)

- State Forgivable Loan Program (forgivable loans for individuals who agree to teach in teacher shortage areas; program currently unfunded)

- JOBS Web Site (interactive web site that allows districts to search for available teachers and teachers to search for available positions)

- New Teacher Support (information exchange system between new teachers and STARR teachers)

- Recruitment and Retention Awards (monetary awards for districts that share best practices in teacher recruitment and retention)

- Temporary Authorization Certificate (allows individuals with a bachelor's degree to teach while pursuing a teaching certificate; some subject areas excluded)

- Alternative Teacher Preparation Program (allows individuals with a bachelor's degree to teach with a provisional certificate while completing an accelerated teacher preparation program)

- National Board Certification (state funding and application assistance for teachers pursuing certification by the National Board for Professional Teaching Standards)

- State Action for Education Leadership Project (funded by the DeWitt Wallace Foundation in partnership with the Council of Chief State School Officers to recruit, induct and retain new school leaders)

- Mentoring New Teachers (designed to meet the induction and mentoring needs of a cluster of rural school districts)

- Career Transition Program (a mid-career transition program for individuals expressing a desire to become teachers who possess appropriate academic and experiential qualifications but lack the traditional teacher preparation coursework)

- Troops-to-Teachers Program
- Superintendent Mentoring Program (provides beginning superintendents with a mentor during their first three years in the position)
- Superintendent Leadership Program (focus groups for school leaders to discuss and develop leadership strategies to solve local district problems)
- Pathways (provides tuition, books and mentoring for para-professionals with at least 60 college credit hours who wish to pursue a degree in education and become full-time teachers)
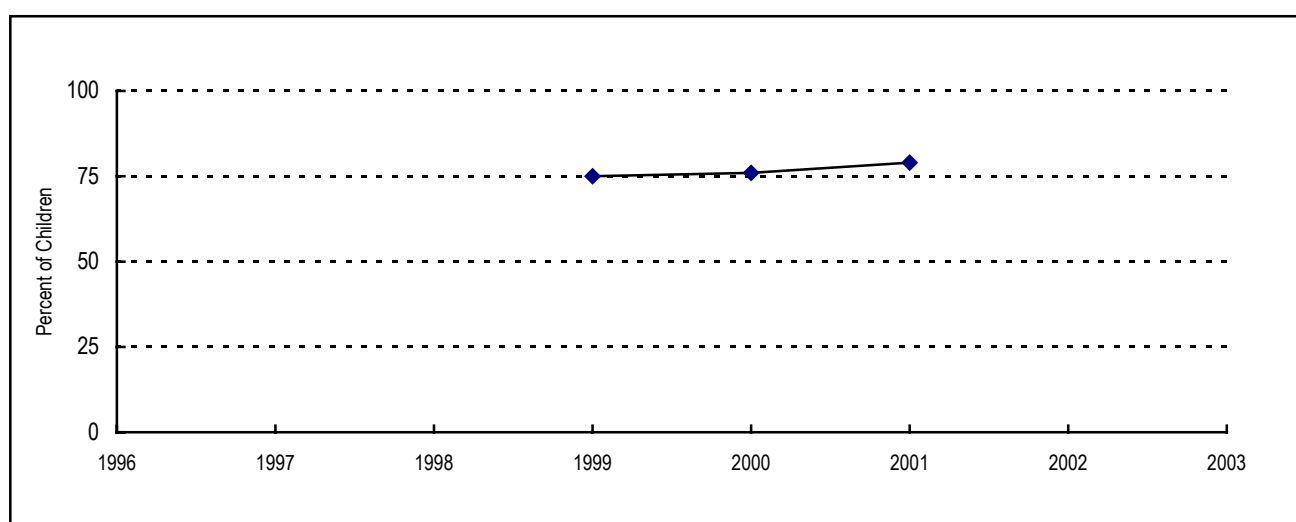
II. KEY OUTCOME

Increased percentage of children entering school ready to succeed

What's the trend?

More than three-fourths of Missouri kindergartners enter school with average or above average school readiness skills, according to results of the Missouri School Entry Assessment.

Percent of children with "average" or "above average" school readiness skills

Percent of children with "average" or "above average" school readiness skills	1997	1998	1999	2000	2001	2002	2003
			75%	76%	79%		

SOURCE: Missouri School Entry Assessment, 1999-2001

ABOUT THE MEASURE: The Missouri School Entry Assessment was conducted for the first time during the 1998-99 school year by the Department of Elementary and Secondary Education, in cooperation with the Departments of Health, Mental Health and Social Services. The assessment was not conducted during the 2001-02 school year, but is scheduled to be conducted again during the 2002-03 school year and in alternating years in the future. The assessment involves approximately 3,500 kindergartners drawn from a stratified, random sample of Missouri districts and schools. Teachers rate children on 66 items in general areas such as language development, mathematical understanding, and how they work with others. Based on their observations, teachers also rate each child in terms of his or her preparation for kindergarten. Children rated as average or above average are considered prepared for kindergarten. A complementary parent survey provides information about major pre-kindergarten experiences.

Why is this outcome important?

Neuroscience findings indicate that the first five years of life are critical in the development of a person's character and behavior. Research shows that quality early care and parent education programs improve children's readiness for school and later success. Failure to address the need for quality early care and parent education will mean that some Missouri children start school with undiagnosed developmental delays or health problems that could jeopardize their chances for

success. Without a strong start in school, students will not acquire essential knowledge and skills and will be less likely to complete high school and continue their education. Without quality early care and parent education, costs for special education and remedial education services could increase. Opportunities to reduce child abuse and neglect through parent education and support will be lost.

How does Missouri compare to other states and the nation on this measure?

Comparative measures are not available at this time. A few other states (eg. Maryland, North Carolina) are conducting school-readiness assessments similar to Missouri's. Also, the National Center for Education Statistics, U.S. Department of Education, is conducting the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99, to provide long-needed information about the school-readiness of a nationally representative sample of children. The study, which initially assessed the kindergartners' performance in reading and mathematics and collected information about their home-reading experiences, will follow the children's progress through fifth grade.

What factors influence this measure?

- Awareness and understanding among parents and school personnel of the research showing the importance of quality early care and education

- Families' awareness of and access to community agencies that can provide needed support services

- Districts' ability to provide adequate space and support services for preschool and full-day kindergarten programs

- Funding

What works?

Missouri has made progress during the past decade in providing quality early care and parent education programs. These programs must be expanded, however, to ensure that all families have access to high-quality preschool and child-care services and to ensure that parents are skilled, first teachers of their children. Approximately 366,000 Missouri children under the age of five and their families are eligible to take advantage of one or more of these programs or services:

- **Parents as Teachers (PAT)** is a voluntary program that supports parents in their role as their child's first and most influential teacher. PAT also provides screenings so that developmental delays and health needs can be identified and addressed before children enter kindergarten.

- The **First Steps** program provides early intervention services for children with special needs from birth to age three and their families.

- The **Missouri Preschool Project (MPP)** and **Title I preschools** are sponsored by the Department. Research shows that the quality of an early childhood program is directly related to the education and training of the early childhood teacher/caregiver. Both of Missouri's programs have high standards for teachers, curriculum and class size. MPP requires licensing before the opening of the preschool and accreditation by a nationally recognized organization within three years of opening.

Addressing the needs of young children and their families must be a collaborative effort among programs within the Department, and among the Department and other entities, both public and private, that provide services. The Department must continue to support initiatives that will create the cohesive, high-quality system envisioned by the state's Commission on Early Childhood Care and Education in 1997.

Other School Entry Assessment findings indicate that quality preschool experiences benefit children:

- When Parents as Teachers (PAT) is combined with any other pre-kindergarten experience for high-poverty children, the children score above average on all scales when they enter kindergarten.
- The highest performing children participate in PAT and preschool or center care. Among children who participate in PAT and attend preschool, both minority and non-minority children score above average. Children in both high-poverty and low-poverty schools who participate in PAT and attend preschool score above average when they enter kindergarten.
- Teachers rate special needs children who participate in PAT and preschool in addition to an early childhood special education program as being similar in preparation to other children.

Efforts to increase the percentage of students who enter school ready to succeed include making PAT services available to more families, especially those who meet high-need criteria; expanding educational preschool services through the Missouri Preschool Project and other programs created by House Bill 1519; and addressing quality issues, such as program accreditation, use of research-based curricula, teacher and teacher-assistant qualifications and professional development, and child-adult ratios. The Early Childhood Care and Education Interagency Team has developed an interagency work plan (goals, desired outcomes, objectives and strategies) to guide implementation of key initiatives.

For more information:

http://www.dese.state.mo.us/divimprove/fedprog/earlychild/
Early Childhood Education Section
Division of School Improvement
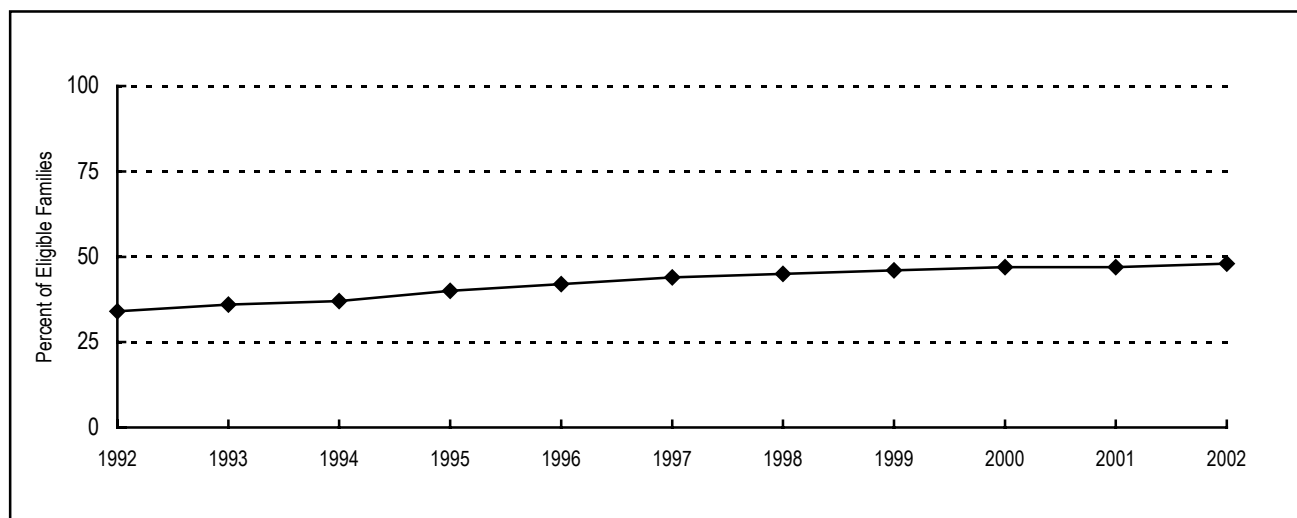Missouri Department of Elementary and Secondary Education

KEY OBJECTIVE 1

Increase from 48 to 60 percent the number of families with pre-kindergarten children who participate in parent education and related support services, by 2005.

What's the trend?

The percent of eligible families served by PAT grew from 30 percent in 1990 to 48 percent in 2002. State education officials have set the objective of serving 60 percent of eligible families by 2005; they also believe that a long-term goal of serving 70 percent of eligible families is reasonable, despite the voluntary nature of the program. In recent years, the state has redirected some PAT resources to increase services for the neediest families as well as increase the overall number of families served.

Percent of eligible families served by Parents as Teachers

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Percent of eligible families with pre-kindergarten children served by PAT (0-5 program)	34%	36%	37%	40%	42%	44%	45%	46%	47%	47%	48%
Percent of PAT families who are "high need" (0-3 program)		40%	40%	42%	48%	38%	41%	41%	44%	44%	41%
Number of districts with PAT participation rates below 30% (0-3 program)				213 (41%)	187 (36%)	173 (33%)	149 (28%)	122 (23%)	110 (21%)	101 (19%)	132 (25%)

SOURCE: Early Childhood Education Section, August 2002

ABOUT THE MEASURE: The PAT participation rate is calculated by dividing the number of families served by PAT statewide by the number of families with children, birth to five. The numbers of eligible families for the state and for each school district are derived from Census data multiplied by a change factor, which are supplied by the state demographer. The numbers of families served statewide and for each district are taken from end-of-the-year reports submitted by each district. "High need" families have one or more of the high-need characteristics (see "What works?" below).

Why is this objective important?

Parents as Teachers is Missouri's model home-school-community partnership, which supports parents in their role as their child's first and most influential teachers. Several independent evaluations of PAT, conducted between 1985 and 1995, have shown the program to be effective: 1) PAT children were significantly more advanced in language development, problem solving, and social development at age 3 than comparison children, 2) 99.5 percent of participating families were free of child abuse or neglect; 3) children whose families participated in PAT maintained their early gains in elementary school, based on standardized test results, 4) PAT parents continue to take an active role in their child's education, and 5) school districts have reduced costs because fewer students required special education services and remedial education and fewer students were retained.

The state's Early Childhood Development Act of 1984 requires all school districts to make parent education and screening services available to families with children birth to five. Parents in every Missouri school district can choose to take advantage of PAT services, which include personal visits from certified parent educators, group meetings, developmental screenings, and connections with other community resources.

How does Missouri compare to other states and the nation on this measure?

Missouri is the only state that provides for and funds universal access to Parents as Teachers; therefore, comparative data are not available.

What factors influence this measure?

- Awareness and understanding among parents and school personnel of the research showing the positive effect of this program—especially when it is combined with quality preschool experience—on young children
- PAT participation is voluntary.
- The ability of district PAT staff to reach high-need families and inform them about the benefits of PAT participation
- Funding

What works?

- Expanding services to high-need families.

  For the past three years, school districts have been able to provide as many as 25 personal visits for families with high need. (High-need families include teen parents; unemployed parents; parents with disabilities; foster parents; parents involved with the state's corrections, mental health, health, or social service systems; non-English speaking parents; those with chemical dependencies.) In 2001-02, 41 percent of the families participating in PAT (birth to 3 program) met one or more of the high-need characteristics.

- Expanding services to families with three- and four-year olds.

  162,100 Missouri families received parent-education services through PAT in 2000-2001, including 28,393 newly recruited families. State education officials support expanding parent-education services for families with three- and four-year-olds so that they receive the same level of services as participants in the PAT birth-to-3 program. Continuing the same level of services for families with three- and four-year-olds would strengthen the transition to kindergarten and help increase school-readiness skills among Missouri children.

- Expanding developmental screening services.

  In 2000-2001, 137,648 children, ages 1-5, participated in developmental, language, hearing and vision screenings, which help to detect and address problems that might affect a child's future success in school. State education officials also believe developmental screening services should be expanded for all preschoolers.

- Expanding outreach and publicity efforts.

  Districts that actively recruit in hospitals, doctors' offices, WIC (Women, Infants and Children nutrition program) offices, and Family Services offices increase the percent of eligible families who participate in PAT.

For more information:

http://www.dese.state.mo.us/divimprove/fedprog/earlychild/
Early Childhood Education Section
Division of School Improvement
Missouri Department of Elementary and Secondary Education

KEY STRATEGIES

- The Department will inform school leaders about the importance of increasing participation in parent education and support systems, particularly among high-need families.

- The Department will advise districts on removing barriers to the involvement of families and communities as active partners in their children's education through PAT, e.g. helping districts identify neutral locations where PAT parent educators can meet with parents who live in unsafe neighborhoods.

- The Department will make a concerted effort to assist districts that have historically low participation in PAT, including St. Louis and Kansas City.

- The Department will encourage districts to recruit more First Steps families and families of Head Start children into PAT.

KEY PROGRAMS

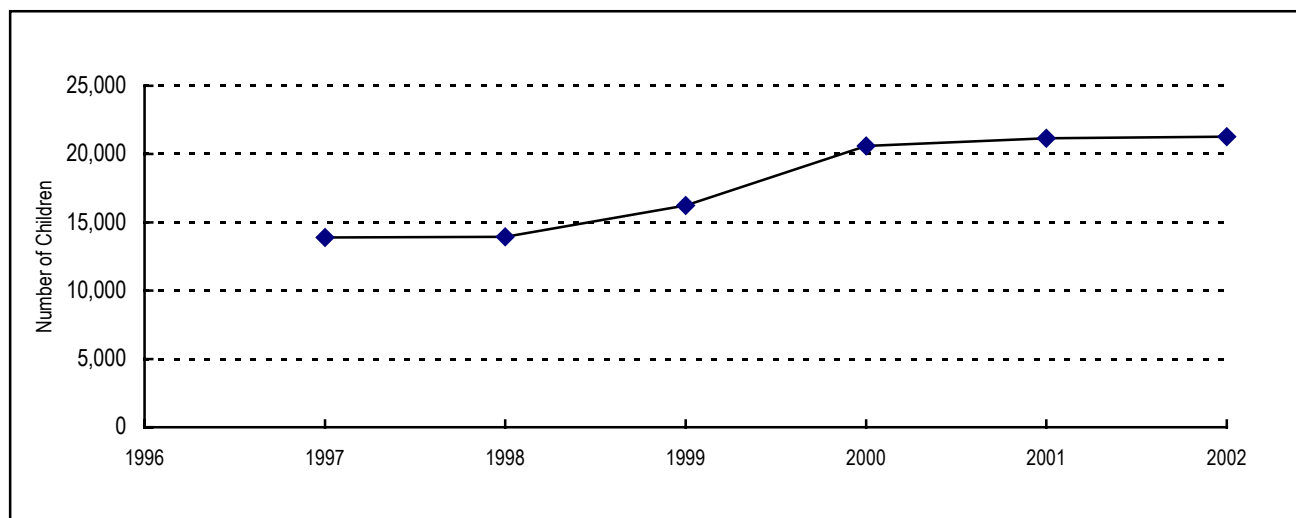- Parents as Teachers (PAT)

- First Steps

KEY OBJECTIVE 2

Increase the number of children, ages three to five, receiving DESE-supported quality care and education services by 8 percent, by 2005.

What's the trend?

The number of children receiving DESE-supported preschool services has grown substantially in recent years. Increases in both state and federal funding have made expanded services possible. Department staff would like to see the number of children served increase by 1,693 by 2005—from the 21,272 served in 2002 to 22,852 in 2005. Based on 2000 Census data, the Department estimates that there were 186,667 three-, four- and five-year-olds not enrolled in kindergarten in 2002; approximately 12 percent of the children received DESE-supported preschool services.

Number of children receiving DESE-supported preschool services

NUMBER OF CHILDREN SERVED	1996	1997	1998	1999	2000	2001	2002
Missouri Preschool Program					3,904	5,254	4,674
Title I Preschools		7,346	7,027	8,546	8,678	7,869	7,591
Early Childhood Special Education		6,558	6,924	7,687	8,010	8,036	9,007
TOTAL		13,904	13,951	16,233	20,592	21,159	21,272
Missouri preschoolers receiving DESE-supported care and education services						12%	12%

SOURCE: Early Childhood Education Section & Early Childhood Special Education Section, November 2002

ABOUT THE MEASURE: This information is compiled by the Department of Elementary and Secondary Education, based on end-of-the-year reports submitted by school districts that offer these services.

The Title I enrollment and the total for 2002 are estimates. The total number of Missouri preschoolers includes all three- and four-year-olds and half of the five-year-old population, assuming that the other half of the five-year-old population is enrolled in kindergarten.

Why is this objective important?

Recent research indicates that the early years of a child's life are crucial to the development of language skills and cognitive processes that determine a child's ability to succeed in school. Broad, varied experiences, language development, and the ability to manipulate sounds and recognize the letters of the alphabet are important indicators that a child will learn to read. Research also shows that all children benefit from quality preschool experiences; however, children with disabilities and developmental delays are likely to benefit the most. Data from the School Entry Assessment indicates that children who experience a center-based early childhood program and whose families have participated in Parents as Teachers are more likely than any other group of children to enter school ready to succeed.

How does Missouri compare to other states and the nation on this measure?

No comparable data have been found yet.

What factors influence this measure?

- Awareness and understanding among parents and school personnel of the importance of sustained quality preschool experiences for children

- Ability of districts to provide adequate space and support services for preschool programs

- Availability of funding affects the number of children that can be served in DESE-sponsored preschools.

- Availability of quality training for staff of preschool care and education programs.

What works?

School-based preschools become an integral part of the education program in a community, thus providing for a continuum of quality education experiences. DESE-sponsored preschools have high standards for quality and require certified teachers, developmentally appropriate curriculum, and a teacher-pupil ratio that allows for meeting individual student needs. Missouri Preschool Program preschools also are required to be licensed and accredited. Early Childhood Special Education services are determined by a child's Individualized Education Program team and are delivered in a variety of settings, including home and child-care settings, as well as schools.

A few states, e.g. Georgia and New York, now make prekindergarten programs available to all families, based on the impact quality preschool experiences can have on children's success in school.

For more information:

http://www.dese.state.mo.us/divimprove/fedprog/earlychild/
Early Childhood Education Section
Division of School Improvement
Missouri Department of Elementary and Secondary Education

KEY STRATEGIES

- The Department will disseminate information to school leaders and parents on the benefits of quality preschools.

- The Department will encourage districts to reprioritize existing resources to expand preschool opportunities.

- The Department will fund quality training in nationally recognized programs for providers of preschool care and education.

- The Department will collaborate with other agencies in the state to support quality care and education for preschool children, e.g. Heads Up! Reading.

KEY PROGRAMS

- Missouri Preschool Program

- Title I Preschools

- Early Childhood Special Education services

- Family and Consumer Sciences training for providers of preschool care and education
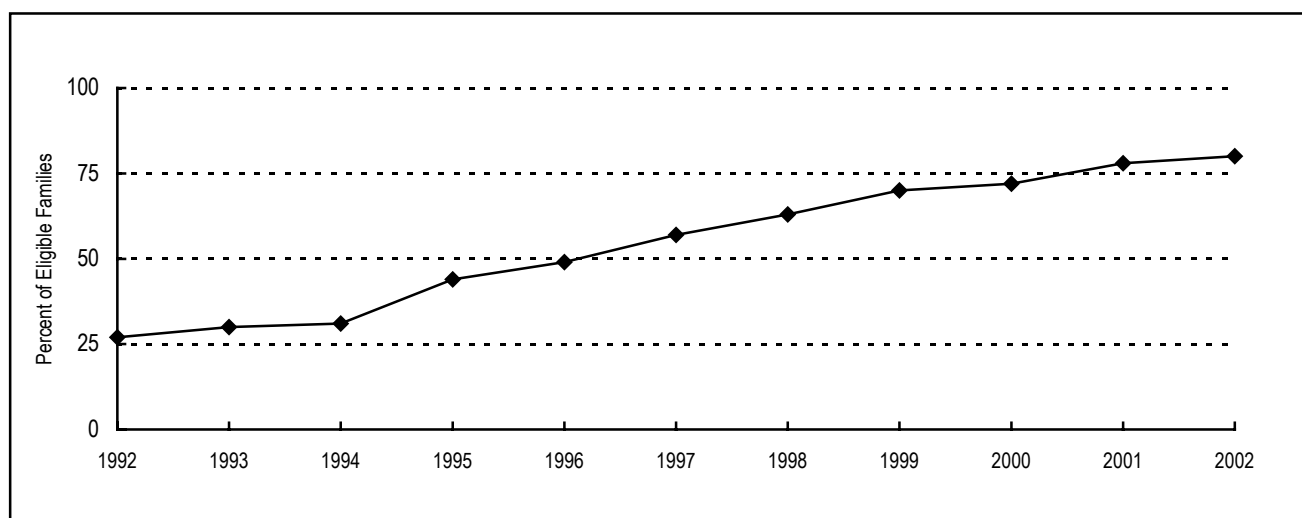
- Heads Up! Reading

KEY OBJECTIVE 3

Increase from 78 to 85 percent the number of public school kindergartners attending full-day programs, by 2005.

What's the trend?

The percentage of Missouri public school kindergartners enrolled in full-day programs has increased significantly in the 1990s. Full-day kindergarten enrollment is considerably higher in Missouri than it is for the nation as a whole. Much of the growth in Missouri's full-day kindergarten programs is attributed to changes in the basic state-aid formula, approved as part of the state's Outstanding Schools Act of 1993. The formula provides funding for each hour of attendance in half-day and full-day programs.

Percent of kindergartners attending full-day programs

Percent of Missouri kindergartners attending full-day programs	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
	27%	30%	31%	44%	49%	57%	63%	70%	72%	78%	80%
NATIONAL COMPARISON: Percent of U.S. kindergartners attending full-day programs	43%		47%	50%	51%	54%	57%	58%	59%		
Number of Missouri districts that don't offer full-day kindergarten or that have low enrollment	286 (53%)	291 (54%)	239 (45%)	166 (31%)	124 (24%)	90 (17%)	74 (14%)	53 (10%)	40 (8%)	33 (6%)	27 (5%)

SOURCE: School Core Data, 2001-02, and U.S. Census Bureau, Current Population Surveys, 1995-2000

ABOUT THE MEASURE: Information about full-day kindergarten in Missouri public schools is collected through the School Core Data system. Missouri districts with "low enrollment" have 35 percent or fewer kindergartners enrolled in their full-day programs. The U.S. Census Bureau collects national data through the Current Population Survey, which is conducted annually in October. The percentages shown are the percentage of public school kindergartners enrolled in full-day programs.

Why is this objective important?

Recent research suggests that many children benefit academically and socially during their primary-grade years from participation in full-day kindergarten programs that are developmentally appropriate. Full-day kindergarten allows children and teachers time to explore topics in depth, provides for greater continuity of day-to-day activities, and provides an environment that favors a child-centered, developmentally appropriate approach. Research also shows that parents favor full-day kindergarten programs, which reduce the number of transitions kindergartners experience in a typical day. ("Full-Day Kindergarten Programs," Diane Rothenberg, May 1995)

Preliminary results of a study being conducted by the Montgomery County, Md., Public Schools show that "a full-day/reduced-class-size kindergarten program is clearly essential for the higher-risk students to begin to close the gap in early literacy skills." ("Kindergarten Student Progress: Acquisition of Reading Skills, Year 1 of the MCPS Kindergarten Initiative, 2000-2001," Dr. Fran Bridges-Cline, August 2001)

How does Missouri compare to other states and the nation on this measure?

In 2000, 72 percent of Missouri kindergartners attended full-day programs, compared with 59 percent nationally. The number of Missouri kindergartners attending all day was well below the number nationally until the mid-1990s, when Missouri districts were able to expand full-day kindergarten programs with new funding provided by the state's Outstanding Schools Act of 1993.

What factors influence this measure?

- Districts' ability to provide adequate classroom space, which can be a particular problem in areas with growing student enrollments, and support services

- Funding

What works?

- Adequate facilities and support services for full-day programs

- Parent and educator awareness of the benefits of full-day kindergarten

For more information:

http://www.dese.state.mo.us/divimprove/fedprog/earlychild/
Early Childhood Education Section
Division of School Improvement
Missouri Department of Elementary and Secondary Education

KEY STRATEGIES

- The Department will advocate for maintaining a dependable flow of basic state aid to support full-day kindergarten programs.

- The Department will inform school personnel and parents about the benefits of full-day kindergarten.

- The Department will explore the possibility of providing financial assistance to school districts that are trying to expand facilities to accommodate full-day kindergarten programs.

KEY PROGRAMS

- The Foundation Program, which gives districts credit for full-day attendance of kindergartners

- Early Childhood Education Program
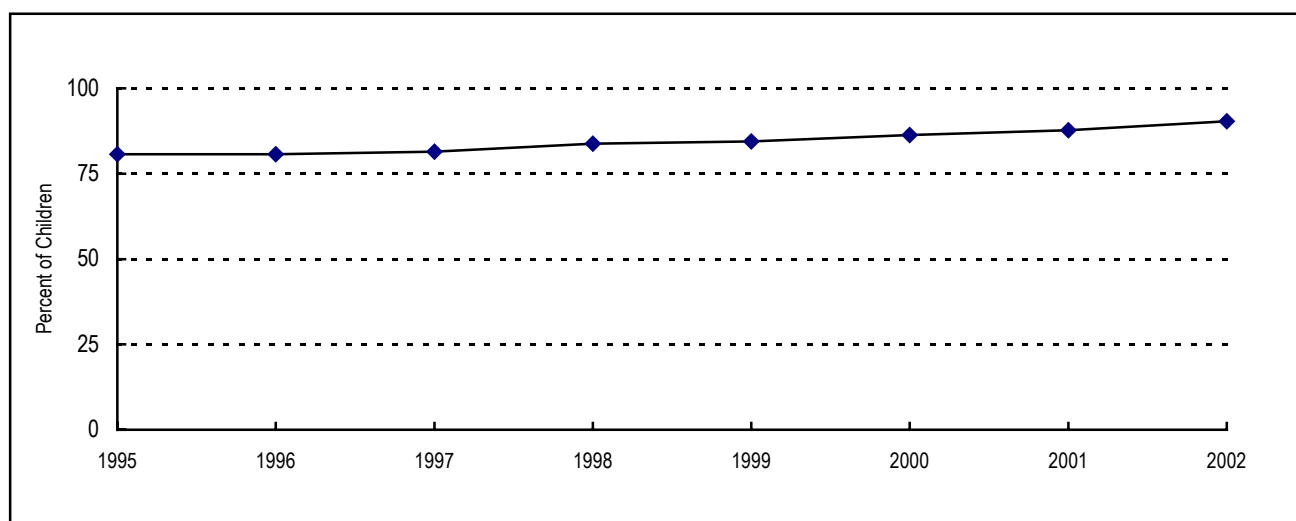
- Project Construct

III. KEY OUTCOME

Increased percentage of 18-year-olds with a high school diploma or GED

What's the trend?

Since 1995, Missouri has shown slow, but steady progress in increasing the percentage of 18-year-olds with a high school diploma or General Education Development (GED) certificate, moving up from 80.7 percent to 90.3 percent.

Percent of 18-year-olds with a high school diploma or GED

Percent of 18-year-olds with a high school diploma or GED	1995	1996	1997	1998	1999	2000	2001	2002
	80.7%	80.7%	81.4%	83.8%	84.4%	86.3%	87.7%	90.3%

SOURCE: School Core Data, November 2002

ABOUT THE MEASURE: A "Show Me Result" during the Carnahan administration, this measure is now one of Governor Holden's "Priority Results." DESE's School Core Data Section calculates the measure using core data as well as data collected by the Federal Programs and Adult Education and Literacy sections. Private school graduation data have only been collected since 1995. Graduation data are not considered final for 10 years.

Why is this outcome important?

A high school diploma or GED credential is key to Missourians meeting their potential, both in terms of economic and educational success. According to the March 2000 "Current Population Reports" (U.S. Census Bureau), 1999 earnings for workers 18 and over averaged $24,572 for a high school graduate; those potential earnings dropped to $16,121 for those who didn't complete high school. Over a lifetime, the societal economic loss of an individual dropping out of high school is estimated to be $360,000 in lost wages and productivity, $90,000 lost in fringe benefits, and $113-450,000 in non-market losses, according to *The Monetary Value of Saving a High Risk Youth* (Cohen, Mark A., Owen

Graduate School of Management, Vanderbilt University, Nashville, TN, January 1996). Educationally speaking, high school completion is a prerequisite for almost every post-secondary educational opportunity. High school or GED completion also affects Missouri's ability to achieve two other priority results: "Increased level of median household income" and "Decreased rate of unemployment."

How does Missouri compare to other states and the nation on this measure?

There are no comparable data for the nation or other state for this measure; however, the National Center for Education Statistics (NCES) provides a high school completion rate, which is based on the Current Population Survey, conducted annually by the U.S. Census Bureau. The NCES high school completion rate allows us to monitor the percentage of 18- through 24-year olds not currently enrolled in high school who have a high school diploma or GED, for each state and the nation. The NCES publishes the rate as a three-year average in its annual publication, *Dropout Rates in the United States*. According to the 2000 edition, the high school completion rate for the nation has increased by only a net 3 percentage points during the last three decades, hovering around 85-86 percent since 1985. In Missouri, on the other hand, the school completion rate increased by 4.6 percent during the last decade compared to a national increase of just .7 percent. These data show that 92.6 percent of Missourians, ages 18 through 24, complete high school (average for 1998-2000). Missouri ranks fourth among the states on this school completion measure. Completion rates for surrounding states show Iowa at 90.8 percent, Illinois at 87.1 percent, Arkansas at 84.1 percent, and Kansas at 90.4 percent, for the same period, while the rate is 85.7 percent for the nation.

What factors influence this measure?

- The state's investment in programs that encourage students to complete school, such as A+ Schools, alternative schools and other programs for at-risk students, as well as a school accreditation program that holds districts accountable for increasing school completion rates

- Technological advances in the workplace and increased demands for a skilled labor force

- The strength of the economy, which affects job opportunities. Generally, a strong economy results in labor shortages, placing pressures on employers to meet staffing needs; this may result in less emphasis on high school credentials.

- Other social, environmental, cultural, generational, and health/addiction factors that influence individuals and combine to affect school completion and dropout rates

What works?

- Missouri School Improvement Program (MSIP). MSIP is the catalyst for a variety of programmatic improvements in Missouri school districts. Districts strive to meet accreditation standards, including a standard for school completion (Standard 10.1). Indicators are monitored, including dropout rates, level of parent involvement, at-risk student identification procedures, and professional development to help staff implement dropout prevention and intervention strategies.

- Missouri Adult Education and Literacy (AEL) programs and the state's Dropout Hotline

- The Show-Me Standards and Missouri Assessment Program (MAP). Missouri's standards-based reform efforts are bringing about changes in teaching practices that will benefit all students.

- A+ Schools, which provide incentives for local high schools to lower dropout rates and raise academic expectations for all students

- Local school district programs to address the needs of at-risk students, funded through "line 14" of the basic state aid formula that was established by Missouri's Outstanding Schools Act of 1993

- The 1998 Workforce Investment Act (WIA). As a result of WIA, there is increased interagency collaboration and cooperation at the state and local levels regarding youth services that affect school retention or GED attainment as well as career success strategies.

- Missouri Vocational Rehabilitation. Vocational Rehabilitation offers services to high school-aged youth with disabilities through the Transition from School-to-Work Program. Youth served increased from 3,656 in FY 2000 to 3,833 in FY 2002. These services also are being made available in an increasing number of districts (361 in FY2002, up from 351 in FY 2001).

- High Schools That Work (HSTW). This whole-school, research and assessment-based reform effort for grades 9 through 12 was established by the Southern Regional Education Board in 1987. The effort offers a framework of goals, key practices and key conditions for accelerating student learning and raising standards. In February 2001, Missouri joined the High Schools That Work consortium of states. Grants were made available to six pilot Missouri schools for the 2001-02 school year; grants have been awarded to four new schools for 2002-03, bringing the total of participating schools to 10.

- Increased availability of technology in Missouri school districts is helping teachers meet a wide variety of student needs and learning styles, which in turn encourages students to stay in school.

For more information:

http://www.dese.state.mo.us/divvoced/
Division of Vocational and Adult Education
Missouri Department of Elementary and Secondary Education

http://www.dese.state.mo.us/divvocrehab/
Division of Vocational Rehabilitation
Missouri Department of Elementary and Secondary Education

http://www.acenet.edu/calec/home.html
Center for Adult Learning and Educational Credentials
American Council on Education

http://www.sreb.org/programs/hstw/hstwindex.asp
High Schools That Work
Southern Regional Education Board
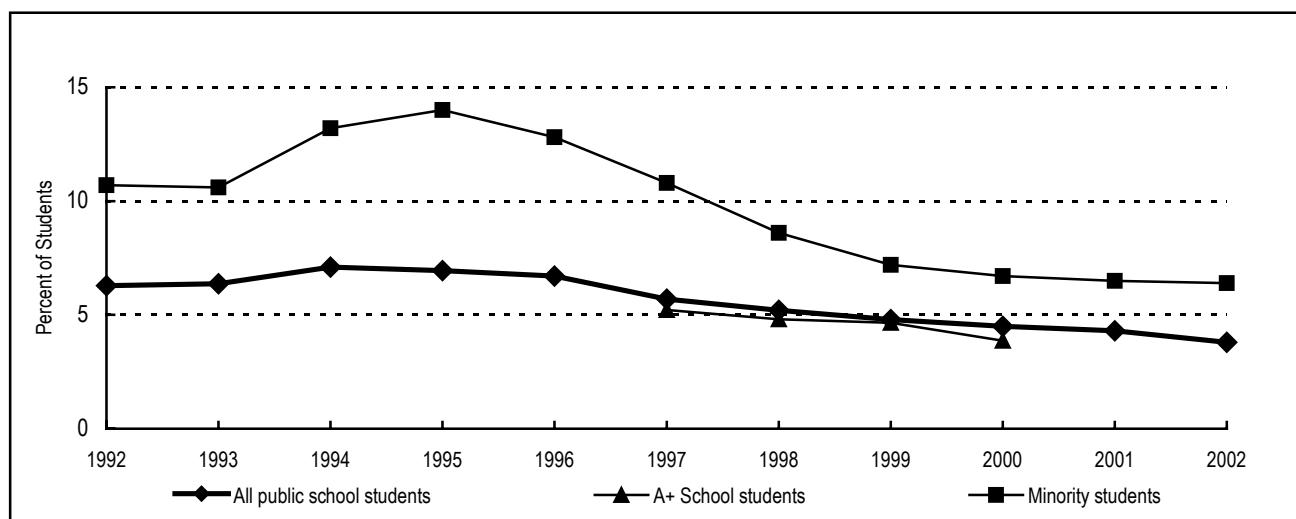
KEY OBJECTIVE 1

Decrease the state's annual dropout rate to 4 percent by 2005.

What's the trend?

The state's dropout rate dropped steadily to 4.3 percent in 2001. The rate for minority students, however, remains higher at 6.5 percent. The dropout rate for A+ School students is slightly lower than the state's overall rate—coming in at 3.87 percent for 1999-00. (NOTE: 174 schools, or about one-third of Missouri's public high schools, have earned the A+ designation. As that number grows, the dropout rate among A+ schools is expected to become closer to the statewide rate.)

Breakout data show a larger decrease in the dropout rate for minority students between 1998 and 2000 than for non-minority students. This shows progress in closing the dropout rate gap.

Statewide dropout rate

DROPOUT RATE	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
All public school students	6.29%	6.37%	7.10%	6.95%	6.70%	5.7%	5.2%	4.8%	4.5%	4.3%	3.8%
A+ School students						5.21%	4.81%	4.65%	3.87%	3.75%	3.55%
Minority students	10.7%	10.6%	13.2%	14.0%	12.8%	10.8%	8.6%	7.2%	6.7%	6.5%	6.4%
Non-minority students							4.6%	4.3%	4.1%	4.0%	3.3%
Gap, minority-non-minority students							4.0%	2.9%	2.6%	2.5%	3.1%

DROPOUT RATE *cont'd*	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Districts with dropout rates of 5% or greater	182 (40%)	202 (45%)	216 (48%)	216 (48%)	194 (43%)	147 (33%)	149 (33%)	116 (26%)	107 (24%)	109 (24%)	81 (18%)

SOURCE: School Core Data, November 2002

ABOUT THE MEASURE: In the above statistics, non-minority students are "white not Hispanic" and minority students are "black" and "Hispanic." The dropout rate equals (9-12 dropouts / 9-12 average enrollment) x 100. "Average enrollment" equals September enrollment plus transfers-in minus transfers-out minus dropouts added to total September enrollment then divided by two. These data reflect revisions for multiple years made through October 2002.

Why is this objective important?

The *KIDS COUNT in Missouri 2001 Data Book* (Citizens for Missouri's Children and Children's Trust Fund, January 2002) offers three findings that support the importance of this objective:

- First, as Missouri shifts to a knowledge-based economy, economic prospects for dropouts will become bleaker, as more and more jobs require advanced skills and technical knowledge. Between 1973 and 1997, the average hourly wage for high school dropouts decreased 31 percent when adjusted for inflation. High school dropouts make up nearly half of the heads of households receiving public assistance.

- Second, young people who are not in school are much more likely to end up in trouble than those who stay in school. Female dropouts are more likely to become teen parents, and pregnant teens are more likely to drop out of school. According to the Missouri Department of Corrections, 38 percent of Missouri's prison population in FY 2001 had not completed high school or a GED, and the average cost of incarcerating offenders is about $13,000 a year.

- Third, dropping out of high school has significant negative consequences for children of dropouts. Children of parents without a high school education are more likely to dropout of school themselves, perpetuating a cycle of diminished opportunities. One-third of these children must repeat a grade. They also require special services and are suspended or expelled more frequently.

How does Missouri compare to other states and the nation on this measure?

Collecting comparable dropout rates among the states is difficult because states vary in their definitions of dropouts as well as in their methodologies for data collection; however, the National Center for Education Statistics has developed a standard definition and standard data collection procedures that approximately 37 states adhere to and report on. Based on this methodology, Missouri shows a 1998-99 dropout rate of 4.8 percent. Neighboring states adhering to the standardized methodologies for the same period include Iowa with a dropout rate of 2.5 percent, Illinois with 6.5 percent, Arkansas with 6.0 percent, and Nebraska with 4.2 percent. (NCES will not compute a national rate until all states can be included.)

Relative to the gap between minority and non-minority student dropout rates, no comparable data collection exists state to state. Information gathered on a national basis by the National Center for Education Statistics reflects a trend similar to Missouri, in that rates are decreasing for both groups, but those for minority groups remain higher. Over the past quarter century, dropout rates for minority groups, including black and Hispanic students, remain higher than those for non-minority students.

What factors influence this measure?

- The state's investment in programs that encourage students to complete school, such as A+ Schools, alternative schools and other programs for at-risk students, as well as a school accreditation program that holds districts accountable for increasing school completion rates

- The strength of the economy, which affects job opportunities. Generally, a strong economy results in labor shortages, placing pressures on employers to meet staffing needs; this may result in less emphasis on high school credentials.

- Other social, environmental, cultural, generational, and health/addiction factors that influence individuals and combine to affect dropout rates

- Student mobility. "Children who move four or more times during their childhood are more likely to drop out than children who remain in the same school," according to the *Kids Count in Missouri 2001 Data Book.*

What works?

- Missouri School Improvement Program (MSIP). MSIP is the catalyst for a variety of programmatic improvements in Missouri school districts. Districts strive to meet accreditation standards, including a standard for school completion (Standard 10.1). Indicators are monitored, including dropout rates, level of parent involvement, at-risk student identification procedures, and professional development to help staff implement dropout prevention and intervention strategies.

- Missouri Adult Education and Literacy (AEL) programs and the state's Dropout Hotline

- The Show-Me Standards and Missouri Assessment Program (MAP). Missouri's standards-based reform efforts are bringing about changes in teaching practices that will benefit all students.

- A+ Schools, which provide incentives for local high schools to lower dropout rates and raise academic expectations for all students

- Local school district programs to address the needs of at-risk students, funded through "line 14" of the basic state aid formula that was established by Missouri's Outstanding Schools Act of 1993

- The 1998 Workforce Investment Act (WIA). As a result of WIA, there is increased interagency collaboration and cooperation at the state and local levels regarding youth services that affecting school retention or GED attainment as well as career success strategies.

- Missouri Vocational Rehabilitation. Vocational Rehabilitation offers services to high school-aged youth with disabilities through the Transition from School to Work Program. Youth served increased from 3,656 in FY 2000 to 3,833 in FY 2002. These services also are being made available in an increasing number of districts (361 in FY2002, up from 351 in FY 2001).

- High Schools That Work (HSTW). This whole-school, research and assessment-based reform effort for grades 9 through 12 was established by the Southern Regional Education Board in 1987. The effort offers a framework of goals, key practices and key conditions for accelerating student learning and raising standards. In February 2001, Missouri joined the High Schools That Work consortium of states. Grants were made available to six pilot Missouri schools for the 2001-02 school year; grants have been awarded to four new schools for 2002-03, bringing the total of participating schools to 10.

- Increased availability of technology in Missouri school districts is helping teachers meet a wide variety of student needs and learning styles, which in turn encourages students to stay in school.

- Reading First federal grant program, created by the No Child Left Behind Act of 2001. Students who learn to read well in elementary school will be more likely to succeed in school, and therefore less likely to drop out.

- Programs that facilitate community or cultural support systems, such as school-business partnerships

For more information:

http://www.dese.state.mo.us/divimprove/coredata/index.html
Division of School Improvement, School Core Data Section
Missouri Department of Elementary and Secondary Education

http://nces.ed.gov/
National Center for Education Statistics

KEY STRATEGIES

- The Department will communicate with high school counselors and administrators about the difficulty, challenge and commitment that the GED Option Program and GED test present to potential candidates, as a means of encouraging school retention and completion.

- The Department will provide resources to sustain and expand initiatives that encourage all youth to complete high school.

- The Department will evaluate districts' efforts to reduce the dropout rate through the Missouri School Improvement Program.

- The Department will improve the process that districts use to report dropout data, including the procedures for disaggregating data for racial/ethnic minority groups.

- The Department will develop centralized data collection and improve reliability of required dropout reports.

- The Department will provide in-service and professional development programs that will enable educators to better understand and adapt to individual student learning styles and instructional needs.

- The Department will improve communication with citizens, members of the education community, and policymakers about statewide school improvement initiatives and efforts to reduce the dropout rate.

- The Department will provide professional development geared specifically to the learning styles and cultures of racial/ethnic-minority students.

- The Department will focus resources toward school districts with high concentrations of racial/ethnic-minority students to assist them in decreasing the dropout rate of racial/ethnic-minority students using strategies recommended in "Raising the Bar-Closing the Gap" (Missouri Department of Elementary and Secondary Education, December 1997).

- The Department will target low-performing/high-dropout districts with technical assistance through Academically Deficient Schools teams and Success Teams.

KEY PROGRAMS

- A+ Schools

- Local district programs for at-risk students, funded through "line 14" of the basic state aid formula that was established by Missouri's Outstanding Schools Act of 1993

- Missouri School Improvement Program

- Alternative Education Centers, located at Area Vocational-Technical Schools

- Alternative schools, supported by the Safe Schools Grant Program

- Charter schools that serve at-risk students (According to state law, one-third of the charter schools approved to operate in St. Louis and Kansas City must serve at-risk students. See RSMo 160.405)

- Transition from School-to-Work Program, operated by the Division of Vocational Rehabilitation

- Reading First federal grant program

- Title I

- School and Business/Community Partnerships

- English-as-a-Second-Language Programs
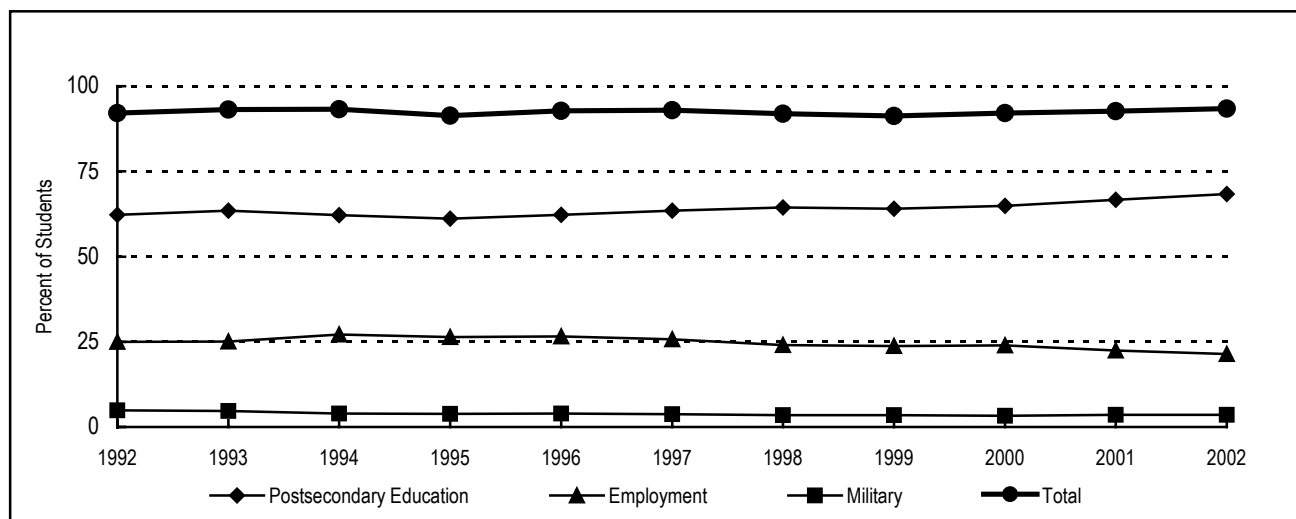
- GED Option Program

KEY OBJECTIVE 2

Increase from 93 percent to 96 percent the number of high school graduates who report entering postsecondary education, employment or the military, by 2005.

What's the trend?

Missouri high school graduate analysis has shown nearly stationary levels of graduates entering the military and employment, directly after high school. Gains have been realized since 1996, in the number of graduates entering post-secondary education, particularly in the number of graduates entering two-year institutions, which grew from 8,524 in 1996 to 11,289 in 1999. At least part of this growth can be attributed to the A+ Schools program, which provides eligible students with tuition, books and fees to attend Missouri public community colleges or vocational-technical schools.

Percent of high school graduates entering postsecondary education, employment or the military

GRADUATE FOLLOW-UP	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Postsecondary Education	62.27%	63.46%	62.14%	61.13%	62.26%	63.45%	64.40%	64.00%	64.90%	66.70%	68.40%
• 4-year college							40.30%	40.10%	38.80%	39.60%	39.80%
• 2-year college							19.60%	19.90%	22.20%	23.00%	24.60%
• technical/voca-tional school							4.50%	4.00%	3.90%	4.10%	4.00%
Employment	24.98%	25.06%	27.10%	26.36%	26.58%	25.77%	24.00%	23.80%	23.90%	22.40%	21.40%
Military	4.89%	4.65%	3.97%	3.83%	3.92%	3.74%	3.50%	3.50%	3.30%	3.60%	3.60%
TOTAL	92.14%	93.17%	93.21%	91.32%	92.76%	92.96%	91.90%	91.30%	92.10%	92.70%	93.40%

SOURCE: School Core Data, November 2002

ABOUT THE MEASURE: Students entering postsecondary education include those who entered accredited two- and four-year colleges and universities, as well as those who entered other postsecondary programs. School districts must track graduates to meet Missouri School Improvement

Program Standard 9.4 ("The percent of students demonstrating adequate preparation for postsecondary education and/or employment is at a high level or is increasing.") Graduate follow-up information is reported in June of the year after students graduate. In this chart, the data are presented by graduating class, e.g., 64.0 percent of the 1999 graduating class enrolled in postsecondary education, according to statewide technical report No: TAR12.

Why is this objective important?

Future goals of Missouri students have a direct impact on high school retention and completion rates. Employment, military enlistment, or entry into postsecondary education are all indicators that students have positioned themselves in high school to attain additional skill and knowledge through hands-on or formal training settings.

How does Missouri compare to other states and the nation on this measure?

Comparable data are not available at this time.

What factors influence this measure?

- Skill sets obtained during high school may not provide employability for available jobs.

- Both geographic and financial accessibility may pose barriers for entering postsecondary education.

What works?

- Missouri School Improvement Program. Districts strive to meet accreditation standards, which include "The percent of students demonstrating adequate preparation for postsecondary education and/or employment is at a high level or is increasing." (Standard 9.4)

- A+ Schools. Students in Missouri's A+ high schools can earn the opportunity to pursue a two-year degree, with paid tuition, books and fees, at a Missouri public community college or vocational technical school.

- The 1998 Workforce Investment Act (WIA). As a result of WIA, there is increased interagency collaboration and cooperation at the state and local levels, regarding youth services affecting career success strategies.

- Missouri Vocational Rehabilitation. Vocational Rehabilitation offers services to high school-aged youth with disabilities through the Transition from School-to-Work Program.

- High Schools That Work (HSTW). This whole-school, research and assessment-based reform effort for grades 9 through 12 was established by the Southern Regional Education Board in 1987. The effort offers a framework of goals, key practices and key conditions for accelerating student learning and raising standards.

- Vocational education and occupational technical training leading to postsecondary education and/or employment

- Missouri Comprehensive Guidance Program

- Carl D. Perkins Vocational and Technical Education Act of 1998 and accompanying performance standards for secondary vocational education (see chart on next page) have provided both funding and incentives for Missouri's vocational institutions to continually improve performance.

CARL D. PERKINS SECONDARY PERFORMANCE STANDARDS	FY 2000 (actual)	FY 2001 (actual)	FY 2002 (projected)	FY 2003 (projected)
Vocational & Technical Skill Attainment *% of vocational students mastering 80% or more of technical skills*	77.13%	83.25%	85%	85%
Placement *% of vocational students who are placed in related employment, continuing education or enter military*	91.28%	93.3%	93%	93%

SOURCE: Division of Vocational and Adult Education, November 2002.

For more information:

http://www.dese.state.mo.us/divvoced/
Division of Vocational and Adult Education
Missouri Department of Elementary and Secondary Education

http://www.dese.state.mo.us/divvocrehab/
Division of Vocational Rehabilitation
Missouri Department of Elementary and Secondary Education

http://www.ed.gov/offices/OVAE/vocsite.html
Office of Vocational and Adult Education
U.S. Department of Education

http://www.sreb.org/programs/hstw/hstwindex.asp
High Schools That Work
Southern Regional Education Board

http://www.works.state.mo.us/index.html
Missouri WORKS
Missouri Department of Economic Development

KEY STRATEGIES

- The Department will promote implementation and continued use of Missouri's Comprehensive Guidance Program by providing in-service training for school district personnel.

- The Department will support establishment, maintenance, and expansion of initiatives that encourage youth and adults to complete high school, attain higher levels of postsecondary education, and prepare for and enter careers.

- The Department, with input from business and industry, will continue to identify knowledge and skills (academic, employability, independent living, and technical) critical to entry-level employment and share the information with partnering agencies.

- With the cooperation of the Coordinating Board for Higher Education, the Department will follow A+ graduates through two years of post-secondary education to determine the percent who successfully complete a program.

- The Department will support and expand initiatives that integrate academic and vocational education to prepare youth for employment, military service, or postsecondary education.

- The Department will support the effective use of existing and new technologies to facilitate service delivery for youth and adults, including those with disabilities.

- The Department will continue to collaborate with other state agencies to establish a comprehensive system of work force preparation.

- The Department will establish cooperative agreements linking education, career preparation, and transition to employment services for all youth and adults, including those with disabilities.

- The Department will support strategies for youth with disabilities that promote parental involvement, improvements in Individualized Education Program (IEP) development, and linkages with the business community.

- The Department will coordinate and provide electronic linkages to Missouri Career Centers.

- The Department will determine the districts that do not have more than 94 percent of students entering post-secondary programs and will provide them with technical assistance.

KEY PROGRAMS

- Transition from School-to-Work Program, operated by the Division of Vocational Rehabilitation in cooperation with the Division of Special Education

- Work Force Investment Act education provider list

- High Schools That Work

- Missouri's Comprehensive Guidance Program

- A+ Schools

- State and federally funded vocational education programs, including the Carl D. Perkins Vocational and Technical Education Act of 1998

- Missouri School Improvement Program

- Special Education programs and services

IV. KEY OUTCOME

Improved performance of career preparation, employment, work force advancement, and independent living programs

What's the trend?

State fiscal year 2000 was the first year that federal performance standards were in place for the Carl D. Perkins Vocational and Technical Education Act, Adult Education and Family Literacy Act and the Vocational Rehabilitation Act. Department efforts are focused on continuous improvement of individual program performance. *(see tables on pages 72-75 for complete standards)*

Why is this outcome important?

In 1998, Congress passed the Carl D. Perkins Vocational and Technical Education Act of 1998 and the Workforce Investment Act (containing the Adult Education and Family Literacy Act and the Vocational Rehabilitation Act). These laws hold states accountable for meeting certain performance standards in adult education, vocational education, and vocational rehabilitation. Missouri must meet these standards to maintain current funding and qualify for incentive funds.

Failure to address these challenges will leave youth and adults in our state without access to the quality education and support they need to achieve their career objectives and to contribute to Missouri's economic prosperity. Without a strong work force, we cannot attract and keep business and industry—and jobs. Without jobs, Missourians will be unable to support their families and build their communities. With higher unemployment rates would come greater dependence on public assistance, more widespread poverty and higher crime rates.

Community-based living options for persons with disabilities are more cost-effective than nursing facilities, promote independence and productivity among persons with disabilities, and lead to the integration and full inclusion of persons with disabilities in the mainstream of society.

- Independent Living services help individuals with disabilities manage their own affairs, participate in day-to-day life in the community, fulfill a range of social roles, and make decisions that lead to self-determination and the minimization or elimination of physical and psychological dependence on others.

- Consumer-Directed Personal Care Assistance services are provided by a personal care attendant to persons with disabilities who are at least 18 years old and can direct their own care by hiring, training and supervising their attendant. The services enable the person with a disability to accomplish tasks that they would normally do for themselves if they did not have a disability, such as routine tasks and activities of daily living that allow the person to reside in their own home rather than a nursing facility.

Output Measures		1999 (actual)	2000 (actual)	2001 (actual)	2002 (actual)
Adult Education	Total number of students in AEL classes	55,225	56,464	55,838	56,970
Vocational Rehabilitation	Number of eligible persons with physical and/or mental disabilities	31,241	31,045	31,153	31,500
	Number of Social Security disability claims processed	89,403	73,232	76,993[1]	83,781
	Number receiving Independent Living services	4,449	5,454	7,787	8,776
	Number receiving Personal Care Assistance services [2]	240	513	1,847	3,363
Vocational Education	Number of adults placed	1,264	1,505	1,901	1,480
	Number of postsecondary occupational students placed	2,849	2,873	2,629	2,827
	Number of adult employees acquiring improved occupation skills through customized training	33,884	38,540	32,813[3]	24,900[4]

[1] *prototypes (no reconsiderations)*
[2] *state fiscal year data*
[3] *change in data collection method*
[4] *reflects budget reductions/withholdings*
SOURCE: Division of Vocational and Adult Education & Division of Vocational Rehabilitation, April 2002

How does Missouri compare to other states and the nation on this measure?

Each state has negotiated unique performance levels for the Carl Perkins vocational and technical education program and is being held accountable for achieving those levels, with an emphasis on continuous improvement. In addition, states are using a variety of testing and data collection methods, making state-to-state and national comparisons impossible.

Missouri's vocational rehabilitation program ranked seventh in the nation in FY 2002 in the percent of participants achieving employment after receiving services. Missouri's rate of 71.6 percent can be compared to a national standard of 55.8 percent and the rates for the following border states: Iowa, 54.19; Illinois, 65.46; Arkansas, 48.91; Kansas, 58.47; Nebraska, 62.3.
Missouri Disability Determinations Services (DDS) has continuously ranked in the top ten in all claims adjudicative areas. The Missouri DDS is participating in a Social Security Administration prototype redesign process with nine other states. In the prototype, Missouri's initial claims accuracy rate of 91.4 percent is ranked sixth in performance. In processing time, Missouri's FY 2002 rate of 86 days for the Title II program tied for fourth, and the Title XVI program, with 87 days, ranked fourth among the ten prototype states. Missouri Disability Determinations Services (DDS) has continuously ranked in the top ten in all claims adjudicative areas. The Missouri DDS is participating in a Social Security Administration prototype redesign process with nine other states. The prototype accuracy rate (which holds the ten states to a higher review standard) is 94.1%. This is 5th in the prototype states. In processing time Missouri is a leader in the nation and other prototype states at 74 days for Title II claims and 72 days for Title XVI claims (prototype 92 and 93; non-prototype 89 and 91 days). The additional adjudicative requirements of the prototype process accounted for a predicted increase in processing time.

The Independent Living program has standards and assurances that are used in evaluating compliance indicators, including provision of independent living core services, as well as other services such as PCA. Each year, the Division of Vocational Rehabilitation must submit a compliance report to document how these standards are met. Due to the flexibility allowed for states to meet individual assurance categories and the option for states to provide these services directly or by contract or grant, it would be difficult to compare data between states.

What factors influence this measure?

- Fluctuations in the national, state and local economy affect job placement and retention measures for all three federal/state programs. Further, the cost of postsecondary education impacts student participation and retention in postsecondary education.

- Success in Adult Education and Literacy and Vocational Rehabilitation programs can be affected by access to reliable transportation and childcare services.

- Budget constraints in state-funded programs will have an impact on program operations, outcomes and outputs. For instance, budget constraints may cause an "order of selection" process that would reduce the number of individuals served by Vocational Rehabilitation. Budget constraints directly impact the number of individuals who can be served through the Independent Living and Personal Care Assistance programs. Budget constraints also prevent vocational and adult programs from expanding.

- Federal standards are new. State and local programs are still addressing issues such as the appropriateness of data and the accuracy of data.

- Academic success in the Perkins program is impacted by professional development, or lack of it, for both vocational and academic teachers.

- Academic success in adult education and literacy also is affected by professional development and by a large influx of English-as-a-Second-Language customers. In the last three years, ESL customers have increased from 13 to 18 percent of the total number served. Many of these customers are not literate in their native language. Retention of ESL customers is a major challenge for AEL programs.

- The number of Social Security Disability claims filed has increased by about 8 percent since the last fiscal year. This is due in part to the aging "baby boomer" population. The status of the economy has some impact on the number of claims filed. With the increase of requirements to adjudicate the disability claims, recruitment and retention of qualified staff becomes an issue. Sufficient staff, caps on the number of full-time employees, and the availability of other jobs within the economy all influence client services.

What works?

- Coordination and collaboration with state agency partners at the state and local levels aids in increasing customer access to services and providing comprehensive support services where needed.

- Carl Perkins activities benefit from continued input and dialog with postsecondary institutions on data quality and integrity. A focus on program improvement and coordination with Regional Technical Education Committees (RTECs) improves the delivery of vocational education at all levels. In addition, articulation agreements between secondary and postsecondary schools reduce the cost and time in training for students who take advantage of such options. Further, the Vocational-Technical Education Enhancement Grants for high-demand occupations improve program services, equipment and curriculum development, which in turn improve program performance.

- Vocational Rehabilitation focuses on the continuous development of qualified staff. While master's-level counselors are employed, a comprehensive staff training effort supported by a federal grant provides staff with the latest tools and techniques. Specialized case management of target populations, such as the deaf and those with traumatic brain injury or spinal injuries, improves client services.

- Adult Education and Literacy finds that flexibility in open-entry/open-exit delivery of services and the number of full service and satellite locations aids customers in accessing services and their retention in services. While instruction is highly individualized, the lower the academic or English proficiency level of the student the greater the need for individualized instruction. This instruction can be delivered by professional staff or by trained volunteers. Professional development opportunities have been improved and increased. Additional emphasis has been placed on incorporating ESL instructional techniques in the beginning teachers' workshop and increasing the ESL workshops available to teachers in the summer. Technology is utilized to meet a variety of learning styles and student needs.

- The Disability Determinations Services continues to focus on qualified staff experienced in all levels of case adjudication. A collaborative effort is maintained with the parent agency, Vocational Rehabilitation, through a referral procedure for claimants who could benefit from educational and/or job-training services.

- The Independent Living and Personal Care Assistance programs work closely with the Department of Social Services, Department of Health and Senior Services and Department of Mental Health to provide meaningful choices and quality services to consumers. The interagency collaboration allows consumers to have a choice of individualized, comprehensive services through the service delivery model that best meets their individual needs. Resource sharing provides a cost-effective approach to promoting independent living in the most integrated community setting appropriate to a consumer's support requirements and preferences.

For more information:

http://www.dese.state.mo.us/divvoced/
Division of Vocational and Adult Education
Missouri Department of Elementary and Secondary Education

http://www.vr.dese.state.mo.us
Division of Vocational Rehabilitation
Missouri Department of Elementary and Secondary Education

KEY OUTCOME: CAREER PREPARATION, EMPLOYMENT, WORK FORCE ADVANCEMENT & INDEPENDENT LIVING

KEY OBJECTIVE 1

Increase the percentage of students who report that they have achieved their goals in the Adult Education and Literacy (AEL) program, with emphasis on pre-post test scores and performance of English-as-a-Second-Language (ESL) students.

What's the trend?

The U.S. Department of Education establishes performance standards for adult education and literacy primarily based on the attainment of participant goals. *(see page 75 for Adult Education and Literacy Performance Standards)* The requirements for the goals and measures are set out in the National Reporting System. Examples of goals include improving academics, obtaining a GED, enrolling in postsecondary education, and obtaining employment.

	FY 1999 (actual)	FY 2000 (actual)	FY 2001 (actual)	FY 2002 (projected)	FY 2003 (projected)	FY 2004 (projected)
Percent of AEL participants reporting that they have achieved their primary or secondary goal(s)	NA	NA	41%	43%	45%	46%
Percent of AEL participants reporting that they have achieved a primary or secondary goal of employment	NA	NA	26%	42%	44%	46%
Percent of AEL students that are pre- and post-tested	37%	41%	44%	46%	44%	47%
Percent of ESL students completing ESL Beginning Literacy level	9%	3%	16%	21%	48%	49%
Percent of ESL students completing ESL Beginning level	11%	11%	17%	22%	20%	25%

SOURCE: Division of Vocational and Adult Education, Adult Education and Literacy Section, April 2002

ABOUT THE MEASURES: Data is based on students participating in AEL program for 12 hours or more. Academic gain is measured as follows: Adult students entering the program are assessed using standardized tests in up to three subject areas—Reading, Math, and/or Language. The program analysis system places the lowest pre-test score in one of six functional performance levels. Analysis of parallel student post-tests again places the student in one of six functional performance levels. When the post-test analysis falls into a higher functional performance level, the participant has achieved academic gain.

Why is this objective important?

Participant goals of achieving academic gain, employment, employment retention, and postsecondary education are all central to the individual's self-sufficiency and economic prosperity. Likewise, such individual achievement contributes to the state's economic prosperity. The success of participants in meeting their goals is enhanced, as they become role models for other adults and children. By meeting participant goals, the state's Adult Education and Literacy program will meet performance standards negotiated with the U.S. Department of Education.

Failure to address this objective impacts the state's ability for this program to meet its federal performance measures, and opportunities for individuals to increase their academic and earning potential will be hampered.

How does Missouri compare to other states and the nation on this measure?

This performance measure has just recently been required by the National Reporting System. Consistent and reliable data from other states are not available at this time. Missouri has shown progress in goal identification, development and attainment.

What factors influence this measure?

Local AEL program staff work with the incoming participant to identify the appropriate goals. Use of effective assessment tools and communication skills by local program staff with the participant are critical to the proper identification of participant goals. Since AEL is a voluntary program for participants, retaining the student in adult education and literacy activities is equally critical. The longer the participant remains in the program, the greater their likelihood of attaining certain goals, such as academic attainment or GED. Some goals, such as employment and retention of employment, may be dependent upon the local economy. Local staff must create an appropriate environment for all students and have classes conveniently located to encourage participant retention.

What works?

- Adult Education and Literacy finds that flexibility in open-entry/open-exit delivery of services and the number of full-service and satellite locations aids customers in accessing services and their retention in services. While instruction is highly individualized, the lower the academic or English proficiency level of the student the greater the need for individualized instruction. This instruction can be delivered by professional staff or by trained volunteers.

- Professional development opportunities for staff have a positive impact on student retention and goal achievement. Missouri is placing additional emphasis on incorporating English-as-a-Second-Language instructional techniques in the beginning teachers' workshop and increasing the ESL workshops available to teachers in the summer of 2002.

- The use of appropriate technology aids in meeting a variety of learning styles and student needs, e.g., providing AEL services through "GED Online."

- Activities such as Family Literacy bring together adults in AEL and their school or non-school age children to focus on reading and learning.

- Work-based education programs, both on employer sites and off-site, aid participants in attaining employment goals and retaining employment.

KEY STRATEGIES

- The Department will develop a training program to assist AEL customers in goal development while considering their roles as family members, community participants, workers and lifelong learners.

- The Department will provide support through a non-threatening learning environment (school or career center for on-site learning; home, workplace or library for on-line learning) for learners to develop the skills to use English accurately and appropriately.

- The Department will promote use of standardized tests such as the Comprehensive Adult Student Assessment System (CASAS) to monitor learner progress and follow up on learner advancement to other training programs, employment, post-secondary education, self-sufficiency, attainment of a secondary school diploma, and other individual goals.

- The Department will provide additional resources and support to second language acquisition and integration with relevant life experiences by emphasizing development of critical thinking, problem solving and other culturally specific skills necessary for self-sufficiency.

KEY PROGRAMS

- Missouri AEL Resource Center
- GED Online
- American Community Education System (ACES reporting system)
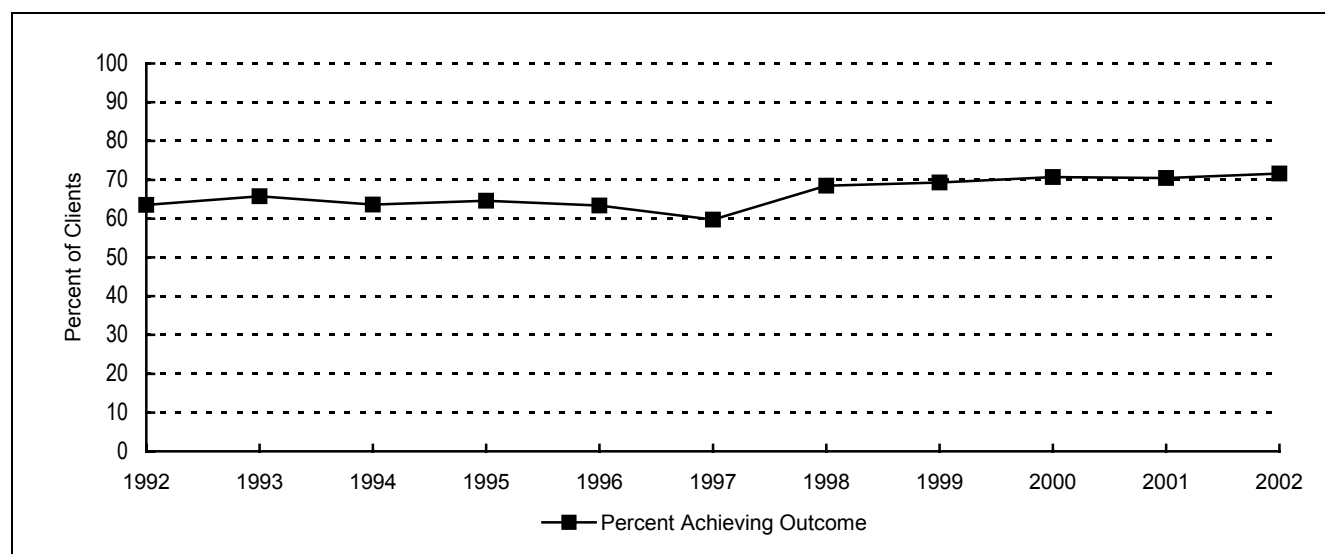- Family Literacy with ESL Focus

KEY OUTCOME: CAREER PREPARATION, EMPLOYMENT, WORK FORCE ADVANCEMENT & INDEPENDENT LIVING

KEY OBJECTIVE 2

Increase the percentage of Vocational Rehabilitation clients who achieve an employment outcome after receiving services, from 71.6 percent to 72 percent, by 2005.

What's the trend?

In FY 2002, the state's vocational rehabilitation program ranked seventh in the nation in the percent of participants achieving employment outcomes after receiving services. While the trend line has been increasing slightly, changes in the definition of employment outcomes at the federal level may impact the state's ability to retain the current rate. In the past, individuals who chose to work in a sheltered workshop were counted as having achieved an employment outcome. Effective October 1, 2001, the new definition of employment outcome excluded sheltered employment. This definition now includes only employment in the competitive labor market that is performed in an integrated setting. Staff and stakeholder agencies will need to continue to focus on expanding integrated employment opportunities for all participants.

Percent of Vocational Rehabilitation clients who achieve an employment outcome after receiving services

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Percent of VR clients who achieve an employment outcome after receiving services	63.5%	65.8%	63.6%	64.6%	63.4%	59.7%	68.5%	69.3%	70.7%	70.5%	71.6%
Number of VR clients who achieve an employment outcome after receiving services	4,408	4,686	5,068	5,151	5,063	4,423	5,420	5,612	5,734	5,151	5,125

SOURCE: Division of Vocational Rehabilitation, April 2002

ABOUT THE MEASURE: Beginning in 2001, data reflect the new federal definition of employment outcomes, which excludes individuals who choose to enter sheltered employment. See Objective 2, "What's the trend?" for more information.

Why is this objective important?

Reaching a competitive and integrated employment outcome is a primary goal for the state's vocational rehabilitation program. When individuals obtain competitive employment, research shows that dependence on public assistance is reduced or eliminated, greatly saving state and federal resources. In addition, these individuals pay taxes and are provided with skills and knowledge to support themselves and their families in the future. Failure to address this objective will impact the state's ability to meet the program's federal performance measures.

How does Missouri compare to other states and the nation on this measure?

Missouri's vocational rehabilitation program ranked seventh in the nation in FY 2002 in the percent of participants achieving employment after receiving services. Missouri's rate of 71.6 percent can be compared to a national standard of 55.8 percent and the rates for the following border states: Iowa, 54.19; Illinois, 65.46; Arkansas, 48.91; Kansas, 58.47; Nebraska, 62.3.

What factors influence this measure?

- Availability of jobs in the participant's community

- Availability of support services, such as guidance and counseling, child care and transportation

- Access to community-supported employment services

- Access to training and education opportunities

- Availability of assistive technology services

- Collaboration of the Missouri Career Center partner organizations as well as other related agencies

- Availability of qualified rehabilitation professionals to serve individuals with disabilities in every county in Missouri

What works?

- A collaborative, team approach to providing client assistance, which can be fostered by joint training and development of state and stakeholder staff (client advocacy groups, community rehabilitation staff and others) on assisting clients with informed choices and providing information and opportunities about employment

- Recipients of Social Security Disability benefits are automatically eligible for vocational rehabilitation services. This significantly reduces the time necessary for vocational rehabilitation counselors to verify and determine eligibility and reduces the time necessary for an individual to reach an employment outcome.

- Use of "interim eligibility" to permit some individuals to be served more quickly and to re-enter the labor market sooner

- Collaboration with secondary schools on the Transition from School-to-Work program to assist students with disabilities in finding and retaining post-high school employment

- Developing cooperative relationships with Independent Living Centers to provide employment support services and address independent living issues

- Developing and maintaining partnerships with service delivery systems, including Missouri Career Centers, Ticket-to-Work programs, and community rehabilitation programs.

KEY STRATEGIES

- Provide assistive technology for clients to use in the workplace or in training.

- Increase the number of secondary schools participating in the Transition from School-to-Work program.

- Utilize federal funding to expand community-based services and services with Missouri Career Centers ("one-stops").

- Coordinate more closely with Missouri Career Centers for placement services.

- Continue utilizing the division strategic plan teams to recommend strategies to assist persons with disabilities.

- Encourage more community rehabilitation service programs to expand community-based sites for situational vocational assessments.

- Deploy the Missouri Rehabilitative Information System computer-based case management system so that staff members spend less time on paperwork and more time assisting clients in obtaining employment outcomes.

- Utilize four pilot projects to establish "interim eligibility" for individuals who will obviously meet vocational rehabilitation eligibility.

- Ensure that job-training programs, education programs, and other service programs make their services accessible for persons with disabilities.

- Utilize strategic planning teams to develop strategies to improve customer satisfaction, reduce the number of individuals dropping out of vocational rehabilitation services, and increase the number of competitive employment outcomes.

- Develop a pilot project for measuring customer satisfaction after an individual's first individualized plan.

KEY PROGRAMS

- Federal Ticket-to-Work Program

- Transition from School-to-Work Program

- Supported Employment Program

- Community Rehabilitation Programs

- Independent Living Centers

- Missouri Career Centers

KEY OBJECTIVE 3

Maintain a decision accuracy rate of 96 percent or better and a "turn-around" time of 86 days or less in processing Social Security Disability claims.

What's the trend?

The number of Social Security Disability claims filed has continued to increase since the last fiscal year. This is due in part to the aging "baby boomer" population. The status of the economy has some impact on the number of claims filed. With the increase in requirements to adjudicate the disability claims, recruitment and retention of qualified staff becomes an issue. Sufficient staff, caps on the number of full-time employees, and the availability of other jobs within the economy all influence client services.

Disability Claim Processing Standards	FY 1999 (actual)	FY 2000 (actual)	FY 2001 (actual)	FY 2002 (actual)	FY 2003 (projected)
Accuracy Rate	93%	96.1%	97%	95.3%	96%
Processing Time	59 days	75 days	86 days	74 days	86 days
Claims Processed	89,403	73,232	76,993	83,781	79,500

SOURCE: Division of Vocational Rehabilitation, Disability Determinations, December 2002

> **ABOUT THE MEASURE:** Effective October 1999, Missouri Division of Disability Determinations began a new method of adjudication by combining the initial process with the reconsideration process. This new process results in a longer processing time because it includes a conference with each person being denied benefits at the "initial" level of adjudication. Information presented in this table is calculated on an annual basis. Data related to the Social Security prototype process, which is presented below, is calculated on a rolling basis.

Why is this objective important?

The Social Security Administration estimates that approximately 88,781 disability determinations claims will be processed in FY 2003. Adequate funding and staffing help ensure that quality, accurate and timely decisions are made. If adequate funds are not granted, recruitment and retention of quality staff will be adversely affected resulting in decreased services to persons with disabilities who may qualify for assistance.

How does Missouri compare to other states and the nation on this measure?

Missouri Disability Determinations Services (DDS) has continuously ranked in the top ten in all claims adjudicative areas. The Missouri DDS is participating in a Social Security Administration prototype redesign process with nine other states. Currently, in the prototype, Missouri's initial claims accuracy rate of 95.3 is ranked fifth in performance. In processing time, Missouri's FY 20021 rate of 86 days for the Title II program tied for fourth, and the Title XVI program with 87 days ranked first among the ten prototype states. This processing time is up from the FY 1999 time of 58 and 59 days for Title II and Title XVI, respectively. The additional adjudicative requirements of the prototype process have accounted for the increase in processing time, as predicted over the last two years.

What factors influence this measure?

The type and level of claims received can influence processing time. Initial Title II/Title IX or Concurrent Claims, Continuing Disability Review (CDR) claims, and hearings can all factor into the processing of Social Security disability claims. Other factors include, but are not limited to, the availability of current medical evidence, the need to purchase additional medical evidence, timely responses from the medical community, and changes in policy.

What works?

Disability Determinations Services continues to focus on qualified staff, experienced in all levels of case adjudication. A collaborative effort is maintained with the parent agency, Vocational Rehabilitation, through a referral procedure for claimants who could benefit from educational and/or job-training services.

For more information:

http://www.vr.dese.state.mo.us
Division of Vocational Rehabilitation
Missouri Department of Elementary and Secondary Education

http://eis.ba.ssa.gov/

KEY STRATEGIES

- Maintain a well-qualified and well-trained work force.
- Fully utilize available funding from the Social Security Administration.

KEY PROGRAMS
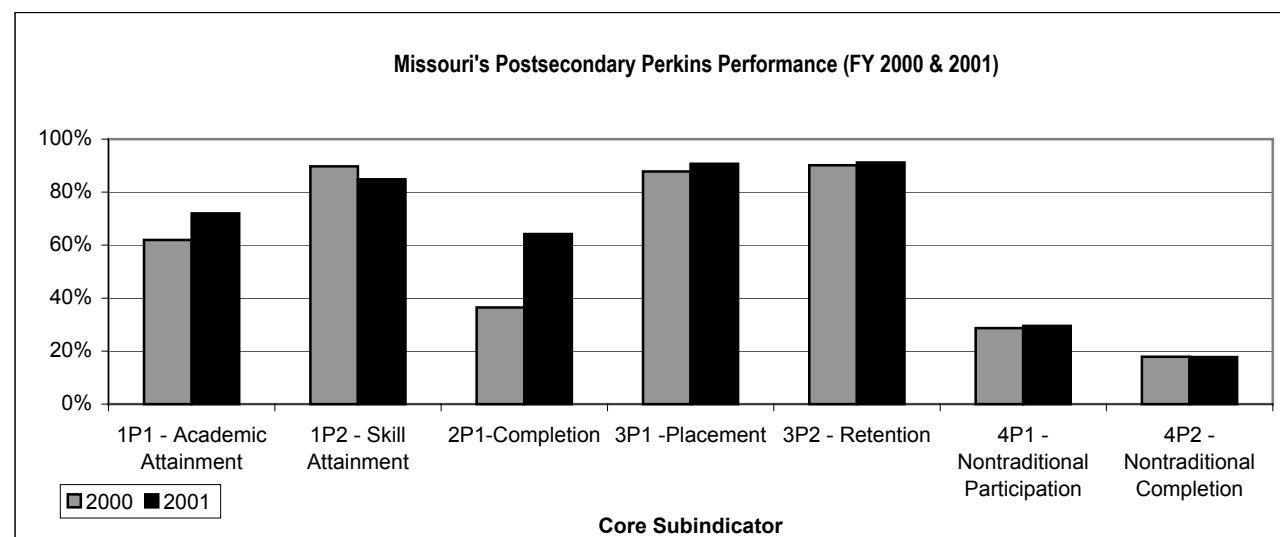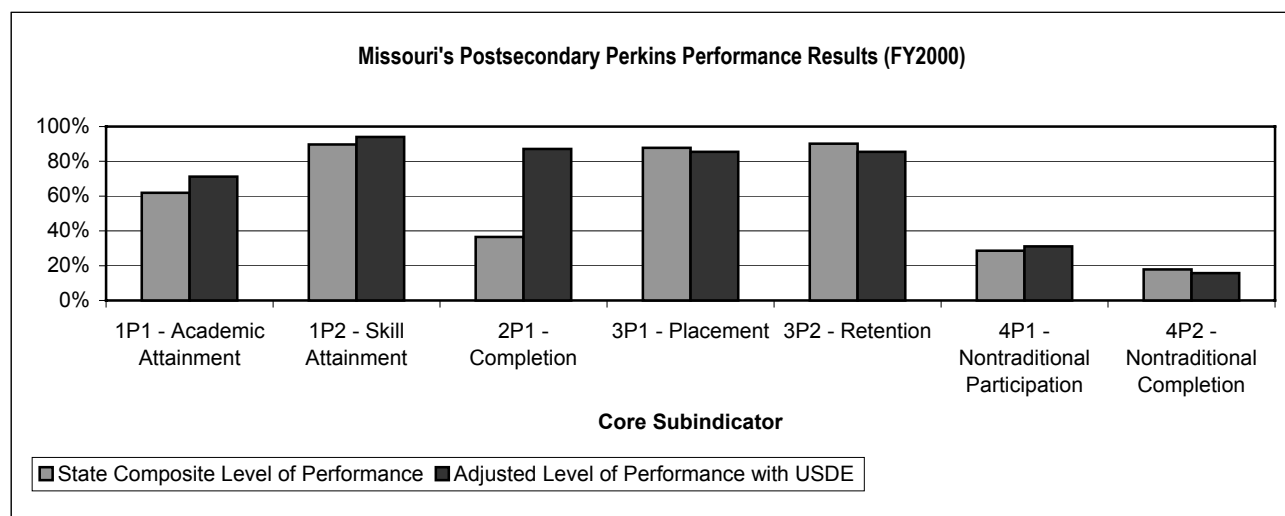
- Disability Determinations Services

KEY OUTCOME: CAREER PREPARATION, EMPLOYMENT, WORK FORCE ADVANCEMENT & INDEPENDENT LIVING

KEY OBJECTIVE 4

Meet or exceed performance goals for students enrolled in vocational-technical education programs at the postsecondary level.

What's the trend?

When Congress passed the Carl D. Perkins Vocational and Technical Education Act of 1998, the accountability measures became the cornerstone of vocational-technical education. It immediately became necessary for each state to put an accountability system in place, which would not only meet federal requirements but would also assist states in utilizing data for program improvement efforts.

The Department negotiates levels of performance with the U.S. Department of Education, Office of Vocational and Adult Education. Based on those negotiated levels and the data submitted by each local education agency, the following graphs depict Missouri's achievement during FY 2000 and 2001, (years one and two of the new accountability system).

Missouri's Postsecondary Perkins Performance Results (FY2000)

Missouri's Postsecondary Perkins Performance (FY 2000 & 2001)

SOURCE: Division of Vocational and Adult Education, Administration and Accountability Section, April 2002

Why is this objective important?

According to the U.S. Department of Education's Office of Vocational and Adult Education, federal and state policymakers increasingly see vocational education as a critical component of larger education and work force development systems. One goal of the Perkins Act is to align vocational-technical education with state and local efforts to reform secondary schools and improve postsecondary education. The Perkins Act accountability measures take into consideration today's knowledge-based workplace. Academic performance is recognized as an integral part of occupational skill attainment.

The Division of Vocational and Adult Education is responsible for the administration of state and federally funded vocational-technical education programs, services and activities within the state. The vocational education delivery system for postsecondary and adult students consists of 57 area vocational-technical schools, one state technical college, 12 community colleges with 17 campuses, seven four-year institutions and two state agencies. In FY 2001, 47,657 postsecondary students participated in Perkins-funded activities.

Meeting or exceeding the adjusted levels of performance could result in incentive dollars for the state. More importantly, accountability data will be used to report to Congress how vocational technical education impacts students and how the funds provided are assisting students to meet academic and vocational skill attainment requirements.

How does Missouri compare to other states and the nation on this measure?

Each state is measured against its own set of negotiated standards, with an emphasis on continuous improvement. Because each state utilizes different methods of student assessment, state-to-state and national comparisons are not possible.

What factors influence this measure?

- Quality of data collected
- The ability of districts to collect data in a timely manner
- Follow-up of students

What works?

The U.S. Department of Education's Office of Vocational and Adult Education continues to provide extensive technical assistance and inservice activities designed to assist states in developing and enhancing state accountability systems. Providing technical assistance to local education agencies on the effective use of data for program improvement will continue to be emphasized.

In order to provide good technical assistance to local education agencies, a team of seven Department staff members has been trained to provide leadership and technical assistance on a regular basis as local education agencies continue to implement their accountability strategies. In addition, staff present at various conferences and meetings to assist local education agencies with their data collection efforts.

KEY STRATEGIES

- The Department will implement the approved state plan.

- The Department will continue to collaborate with other state agencies to establish a comprehensive system of work force preparation.

- The Department will establish cooperative agreements linking education, career preparation, and transition to employment services for adults, including those with disabilities.

- The Department will support the effective use of existing and new technologies to facilitate service delivery for adults, including those with disabilities.

- The Department will support customized training, short-term training and basic skills training in the workplace and at other locations to improve worker skills and employer productivity.

- The Department will refine the web-based Perkins application, which provides a less complicated submission process at the local level and a more timely review/approval process at the state level.

- The Department will prepare and make available a "Best Practices" publication in web-based or hard-copy form to all local education agencies. The publication will contain examples from local education agencies of key activities and new and innovative concepts being used to assist in meeting and/or exceeding the levels of performance.

- The Department will continue to sponsor eight New Traditions Regional Resource Centers, which assist schools and community colleges in developing awareness activities, and recruiting and retaining students, especially those from special populations.

- Department staff will continue to participate in U.S. Department of Education technical assistance and inservice activities.

- Department staff will continue to provide technical assistance and inservice to local education agencies.

KEY PROGRAMS

- Vocational-Technical Education Enhancement Grant Program

- Articulation Agreements

- Tech Prep/Applied Academics

- A+ Schools

- High Schools That Work

- Missouri School Improvement Program (MSIP)

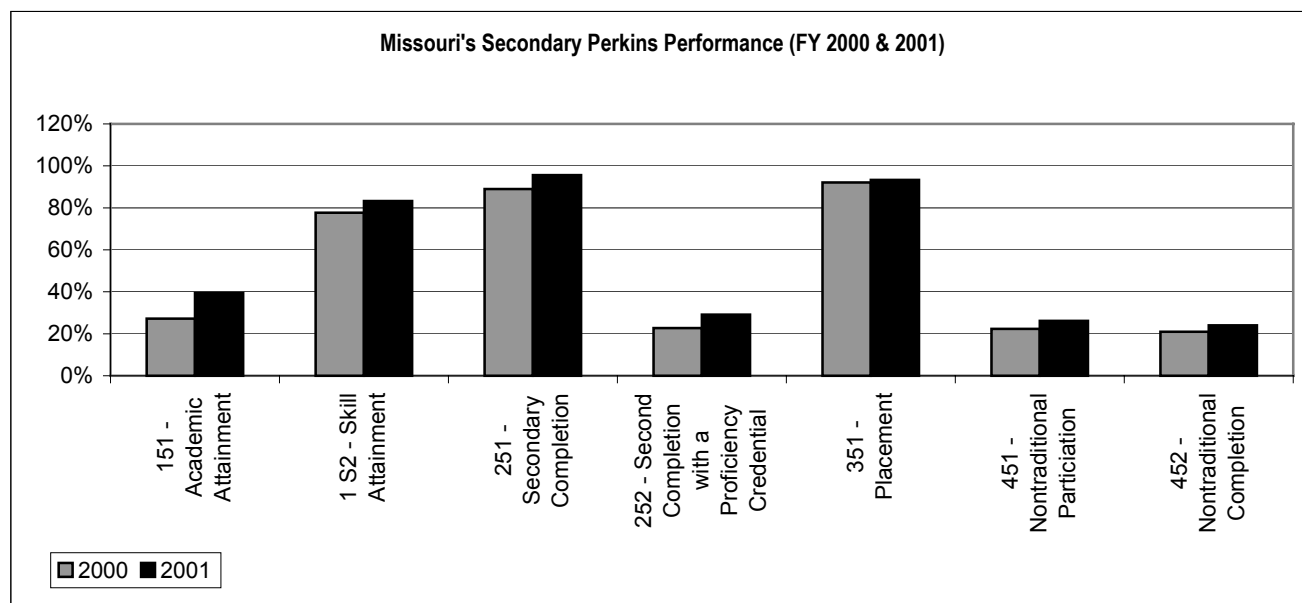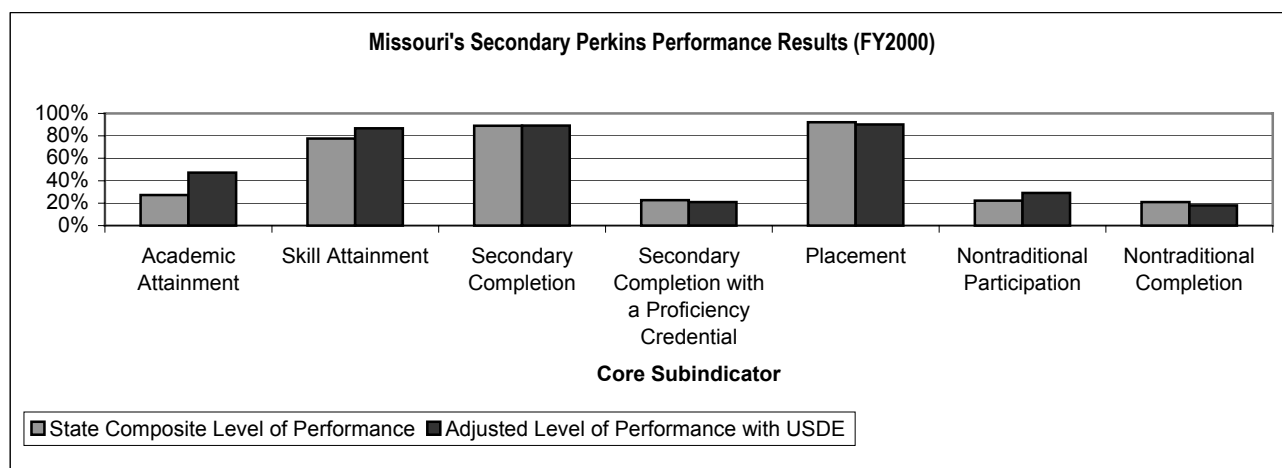- New Traditions Regional Resource Centers

KEY OBJECTIVE 5

Meet or exceed performance goals for students enrolled in vocational-technical education programs at the secondary level.

What's the trend?

When Congress passed the Carl D. Perkins Vocational and Technical Education Act of 1998, the accountability measures became the cornerstone of vocational-technical education. It immediately became necessary for each state to put an accountability system in place, which would not only meet federal requirements but would also assist states in utilizing data for program improvement efforts.

The Department negotiates levels of performance with the U.S. Department of Education, Office of Vocational and Adult Education. Based on those negotiated levels and the data submitted by each local education agency, the following graphs depict Missouri's achievement during FY 2000 and 2001 (years one and two of the new accountability system).

SOURCE: Division of Vocational and Adult Education, Administration and Accountability Section, April 2002

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Why is this objective important?

According to the U.S. Department of Education's Office of Vocational and Adult Education, federal and state policymakers increasingly see vocational education as a critical component of larger education and work force development systems. One goal of the Perkins Act is to align vocational-technical education with state and local efforts to reform secondary schools and improve postsecondary education. The Perkins Act accountability measures take into consideration today's knowledge-based workplace. Academic performance is recognized as an integral part of occupational skill attainment.

The Division of Vocational and Adult Education is responsible for the administration of state and federally funded vocational-technical education programs, services and activities within the state. The secondary-level vocational education delivery system consists of 451 comprehensive high schools, 57 area vocational-technical schools, and two state agencies. In FY 2001, 145,071 secondary students participated in Perkins-funded activities.

Meeting or exceeding the adjusted levels of performance could result in incentive dollars for the state. More importantly, accountability data will be used to report to Congress how vocational technical education impacts students and how the funds provided are assisting students to meet academic and vocational skill attainment requirements.

How does Missouri compare to other states and the nation on this measure?

Each state is measured against its own set of negotiated standards, with an emphasis on continuous improvement. Because each state utilizes different methods of student assessment, state-to-state and national comparisons are not possible.

What factors influence this measure?

- Quality of data collected

- The ability of districts to collect data in a timely manner

- Follow-up of students

What works?

The U.S. Department of Education's Office of Vocational and Adult Education continues to provide extensive technical assistance and inservice activities designed to assist states in developing and enhancing state accountability systems. Providing technical assistance to local education agencies on the effective use of data for program improvement will continue to be emphasized.

In order to provide good technical assistance to local education agencies, a team of seven Department staff members have been trained to provide leadership and technical assistance on a regular basis as local education agencies continue to implement their accountability strategies. In addition, staff present at various conferences and meetings to assist local education agencies with their data collection efforts.

KEY STRATEGIES

- The Department will implement the approved state plan.

- The Department will continue to collaborate with other state agencies to establish a comprehensive system of work force preparation.

- The Department will implement a web-based Perkins application, which will allow for a less complicated submission process at the local level and a more timely review/approval process at the state level.

- The Department will prepare and make available a "Best Practices" publication in web-based or hard-copy form to all local education agencies. The publication will contain examples from local education agencies of key activities and new and innovative concepts being used to assist in meeting and/or exceeding the levels of performance.

- The Department will continue to sponsor the eight New Traditions Regional Resource Centers, which assist schools and community colleges in developing awareness activities, and recruiting and retaining students, especially those from special populations.

- Department staff will continue to participate in U.S. Department of Education technical assistance and inservice activities.

- Department staff will continue to provide technical assistance and inservice to local education agencies.

- Department staff will continue to support and utilize Career and Technical Student Organizations (CTSOs) to assist students in achieving academic success, skill attainment and leadership skills.

KEY PROGRAMS

- Vocational-Technical Education Enhancement Grant Program

- Articulation Agreements

- Tech Prep/Applied Academics

- A+ Schools

- High Schools That Work

- Missouri School Improvement Program (MSIP)

- New Traditions Regional Resource Centers

- Career and Technical Student Organizations (CTSOs), such as Skills USA-VICA; FFA; Future Business Leaders of America (FBLA); and Family, Career and Community Leaders of America (FCCLA)

KEY OBJECTIVE 6

Increase the number of persons with significant disabilities who receive Independent Living Services by 20 percent, from 9,345 (FY 2003) to 11,214, by 2005.

What's the trend?

The Division of Vocational Rehabilitation administers the Independent Living grant program through a statewide network of 21 Centers for Independent Living (CILs). The trend has been to increase the number of persons with significant disabilities receiving Independent Living services each year. This has been accomplished through the addition of new centers, outreach activities and through the expansion of the consumer-directed Personal Care Assistance (PCA) program. With the passage of flexible funding language in HB 1111, the PCA program has experienced considerable growth during the past two years. While we have continued to add new consumers each month, the rate of that growth has leveled off, and the average monthly increase is now steady at about 110 new consumers.

	FY1999 (actual)	FY 2000 (actual)	FY 2001 (actual)	FY 2002 (projected)	FY 2003 (projected)	FY 2004 (projected)	FY 2005 (projected)
Number of persons with significant disabilities who receive Independent Living Services	4,449	5,454	7,787	8,565	9,345	10,280	11,214
Number of persons with significant disabilities who receive Personal Care Assistance (PCA) services	240	513	1,847	3,362	4,922	6,100	7,200
Number of persons with significant disabilities to transition from nursing facilities to the community who receive Consumer Directed-PCA services (cumulative) [1]	NA	15	33	60	93	126	159

[1] *data reported for state fiscal year*
SOURCE: Division of Vocational Rehabilitation, April 2002

> **ABOUT THE MEASURE:** Data about the numbers of individuals receiving Independent Living Services are reported in the Federal Independent Living 704 Report.

Why is this objective important?

Centers for Independent Living provide an array of services that include the four core services of information and referral, advocacy, peer counseling, and independent living skills training to consumers within their communities. Programs and services provided by the CILs result in consumers

- Accessing community resources to manage their own personal needs

- Educating community leaders to promote equal access and improve the quality of life for all community members

- Having access to and developing alternative community resources to lessen the monetary strain on state and local service agencies

Independent living skills training enhances the quality of life for persons with disabilities and fosters inclusion in community life. These services benefit persons with disabilities by allowing them to live with greater independence and to direct and be responsible for their own lives in a more cost-effective manner.

How does Missouri compare to other states and the nation on this measure?

The Division of Vocational Rehabilitation assures statewide access to Independent Living and PCA services through a network of 21 Centers for Independent Living. According to data collected by the National Council on Independent Living, Missouri ranked fourth among states in 1999 for the number of community-based centers providing local access to services. There are no national reporting databases, however, for comparing service standards for the Independent Living and Personal Care Assistance programs.

What factors influence this measure?

- Budget constraints directly impact the number of individuals that can be served through the Independent Living and Personal Care Assistance programs.

- Availability of public transportation and accessible housing

- Systemic barriers in federal and state Medicaid regulations

What works?

- The Independent Living and Personal Care Assistance programs work closely with the Department of Social Services, Department of Health and Senior Services and Department of Mental Health in order to provide meaningful choices and quality services to consumers. The interagency collaboration allows consumers to have a choice of individualized, comprehensive services through the service delivery model that best meets their individual needs. Resource sharing provides a cost-effective approach to promoting independent living in the most integrated community setting appropriate to a consumer's support requirements and preferences.

- Developing and sustaining partnerships at the governmental and local level with consumer involvement to ensure that effective strategies are designed to improve on-going supports in the community that are necessary to sustain independence and inclusion.

For more information:

http://www.vr.dese.state.mo.us
Division of Vocational Rehabilitation
Missouri Department of Elementary and Secondary Education

KEY STRATEGIES

- The Department will investigate and develop options for increasing the number of persons with significant disabilities in nursing facilities who choose to transition to community-based living.

- The Department will identify resources and develop initiatives that expand statewide Independent Living Services.

- The Department will continue to collaborate with other state agencies to establish a comprehensive system of personal care assistance.

- The Department will work with the CILs to promote self-advocacy, peer counseling, independent living skills training, and information and referral to facilitate independent living options for consumers in their communities.

KEY PROGRAMS

- Missouri Senate Bill 236

- Missouri House Bill 1111

- Olmstead Supreme Court Ruling

- Federal-State Home & Community-Based Services

KEY OUTCOME: CAREER PREPARATION, EMPLOYMENT, WORK FORCE ADVANCEMENT & INDEPENDENT LIVING

Performance Measures for Missouri
SECONDARY PROGRAMS

CARL D. PERKINS SECONDARY PERFORMANCE STANDARDS	FY 2000 (actual)	FY 2001 (actual)	FY 2002 (actual)	FY 2003 (projected)
Academic Attainment % of students who score in the top 3 levels of MAP	26.78%	39.38%	44.01%	49.19%
Vocational and Technical Skill Attainment % of students who master 80% or more of technical skills	77.13%	83.25%	81.90%	87.75%
Completion % of students who complete vocational education and earn a diploma or GED	88.69%	95.61%	92.99%	81.09%
Completion w/Credential % of students who earn a diploma and receive a proficiency credential	22.70%	29.12%	27.25%	23.00%
Placement % of students who are placed in employment, continuing education or enter military	91.28%	93.31%	93.78%	91.21%
Nontraditional Participation % of under-represented genders who participate in nontraditional programs	22.18%	26.17%	27.24%	31.10%
Nontraditional Completion % of under-represented genders who complete a nontraditional program	20.94%	24.02%	24.61%	19.95%

NOTE: Perkins III directs state and local education agencies to annually assess the attainment of students participating in vocational education programs using the above-stated performance measures. Data are intended for federal accountability purposes, as well as for use by state and local agencies in improving student and program performance.

SOURCE: Division of Vocational and Adult Education, April 2002

KEY OUTCOME: CAREER PREPARATION, EMPLOYMENT, WORK FORCE ADVANCEMENT & INDEPENDENT LIVING

Performance Measures for Missouri
POSTSECONDARY PROGRAMS

CARL D. PERKINS POSTSECONDARY PERFORMANCE STANDARDS	FY 2000 (actual)	FY 2001 (actual)	FY 2002 (actual)	FY 2003 (projected)
Academic Attainment % achieving at least the 55th percentile on a nationally normed academic achievement test	61.94%	71.96%	73.89%	73.17%
Vocational and Technical Skill Attainment % mastering 80% or more of technical skills	89.71%	84.85%	90.02%	92.52%
Completion % of students who complete program	36.54%	64.18%	78.42%	88.09%
Placement % of students who are placed in employment, continuing education or enter military	87.80%	90.73%	87.41%	86.49%
Retention % of students who were placed in employment and were retained one year later	90.15%	91.20%	90.4%	86.49%
Nontraditional Participation % of under-represented genders participating in nontraditional programs	28.66%	29.55%	30.95%	33.09%
Nontraditional Completion % of under-represented genders completing nontraditional programs	17.89%	17.74%	15.61%	17.70%

SOURCE: Division of Vocational and Adult Education, April 2002

KEY OUTCOME: CAREER PREPARATION, EMPLOYMENT, WORK FORCE ADVANCEMENT & INDEPENDENT LIVING

Performance Measures for Missouri
VOCATIONAL REHABILITATION PROGRAMS

VOCATIONAL REHABILITATION PERFORMANCE STANDARDS	FY 2000 (actual)	FY 2001 (actual)	FY 2002 (actual)	FY 2003 (projected)
1.1 Number achieving employment compared to prior period ** Required Standard: meet or exceed previous year results	5,734	5,151	5,125	5,200
1.2 Percent achieving employment after receiving services Required Standard: 55.8%	70.7%	70.5%	71.6%	71%
1.3 Percent achieving competitive employment outcomes Required Standard: 72.6%	73.3%	73.9%	92.1%	75.5%
1.4 Percent of individuals with significant disabilities achieving competitive employment outcomes Required Standard: 62.4%	67.1%	69.6%	74.8%	70%
1.5 Ratio of exit wage of participants to state average pay Required Standard: .52	.58	.57	.55	.62
1.6 Of all the individuals exiting the VR program in competitive employment, the difference in the percent of individuals reporting income as their primary source of support and the percent of those at application who report income as their primary source of support Required Standard: 53	53%	55.6%	57.8%	55%
2.1 The service rate for all individuals with minority backgrounds as a ratio to the service rate for all non-minority individuals with disabilities Required Standard: .80	.77	.77	.74	.80

NOTE: The descriptions of the standards are abbreviated for this report. In order to achieve successful performance on Evaluation Standard #1 (employment), VR must meet or exceed the performance levels for four of the six performance indicators in the evaluation standard, including meeting or exceeding the performance levels for two of the three primary indicators (# 1.3, 1.4 and 1.5). To achieve successful performance on evaluation standard 2 (equal access), VR must meet or exceed the performance level for performance indicator 2.1.

** The federal definition of employment outcome was changed in October 2001 to include only integrated employment at minimum wage or above, therefore excluding sheltered employment outcomes.

SOURCE: Division of Vocational Rehabilitation, December 2002

KEY OUTCOME: CAREER PREPARATION, EMPLOYMENT, WORK FORCE ADVANCEMENT & INDEPENDENT LIVING

Performance Measures for Missouri
ADULT EDUCATION AND LITERACY PROGRAMS

ADULT EDUCATION AND LITERACY PERFORMANCE STANDARDS	FY 2001 (actual)	FY 2002 (projected)	FY 2003 (projected)	FY 2004 (projected)
% Entered at and completed Beginning ABE Literacy Level (0-1.9 GE)	11%	21%	23%	25%
% Entered at and Completed Beginning Basic Education Level (2.0-3.9 GE)	35%	23%	30%	32%
% Entered at and completed Low Intermediate Basic Education Level (4.0-5.9 GE)	33%	25%	33%	35%
% Entered at and Completed High Intermediate Basic Education Level (6.0-8.9 GE)	36%	26%	35%	37%
% Entered at and Completed Low Adult Secondary Education Level (9.0-10.9 GE)	43%	71%	48%	50%
% Entered at and Completed ESL Beginning Literacy Level	17%	21%	18%	20%
% Entered at and Completed ESL Beginning Level	18%	22%	20%	22%
% Entered at and Completed ESL Intermediate Low Level	21%	25%	22%	24%
% Entered at and Completed ESL Intermediate High Level	14%	26%	22%	24%
% Entered at and Completed ESL Low Advanced Level	10%	27%	22%	24%
% Entered at and Completed ESL High Advanced Level	1%	29%	22%	24%
% Entered Postsecondary Education or Training	27%	24%	28%	32%
% of Unemployed Enrollees Who Obtained Employment	44%	26%	40%	42%
% Retained Employment or Advanced on Job	34%	26%	40%	42%
% Obtained a GED or High School Diploma	45%	73%	50%	52%

SOURCE: Division of Vocational and Adult Education, October 2002